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AUTHOR Rosove, Bruce; Hawkins, Keira
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ABSTRACT

This PLACE Sourcebook on the World of Work provides clients in employment counseling with information about occupations, the norms of the labor market, and sources that clients can consult to find additional information on the parts of PLACE related to identifying an occupation and fitting the requirements. For each employment-related topic in the corresponding Workbook (CE 031 883) there is a section in the Sourcebook that clients can read to analyze the nature of employment requirements for that topic. The Sourcebook can also be used by clients to find out what is meant by questions in the workbook to determine how they should be answered. It sets forth those skills or resources that must be obtained to overcome each employment problem. Topics covered include Canadian Classification and Dictionary of Occupations, physical requirements, work performance requirements, credentials, and equipment and work clothes ownership. An appendix provides instructions on using employers, unions and professional associations, and workers as sources of information about occupational entry requirements. (YLB)

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PLACE

Guided steps to employment readiness

Sourcebook on the World of Work

Part A
Identifying Your Occupation

Part B
Fitting the Requirements

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Occupational and Career Analysis and Development

Analyse et développement – Professions et carrières

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Ottawa, 1980

NOTE:

This is one in a series of PLACE publications. The full series includes:

PLACE Workbook, Parts A/B, Identifying Your Occupation/Fitting the Requirements
PLACE Sourcebook, Parts A/B, Identifying Your Occupation/Fitting the Requirements

PLACE Workbook, Part C, Getting the Job
PLACE Sourcebook, Part C, Getting the Job

PLACE Workbook, Part D, Doing Well on the Job
PLACE Sourcebook, Part D, Doing Well on the Job

PLACE Workbook, Part E, Personal Needs
PLACE Sourcebook, Part E, Personal Needs

PLACE Directory to Employment-Related Programs and Services

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Introduction

This Sourcebook has been designed to help you find out exactly what you must be able to do to work in your occupation.

Getting information is something everyone does on a fairly regular basis. Getting information that helps you to prepare for a job is probably one of the most important research jobs you will do.

This doesn't mean that it will be more difficult than other types of information-gathering that you have done. There is a great deal of information available on occupations; the SOURCEBOOK will help you find out what you need to know in an easy step-by-step description.

The area of your research will be the occupation that interests you. The specific topics are determined by the questions in your Workbook. By getting the answers to these questions, you will be able to assess how ready you are for employment in your occupation. If you aren't ready you will have a clear list of the steps you will need to take to prepare yourself.

Part A
Identifying Your Occupation

Part A / Identifying Your Occupation

(a) IDENTIFYING CCDO CODES

The first step in your research is to identify the occupation you are considering working in. Occupations can be identified both by their name (e.g. carpenter, manager, etc) and by their code in the Canadian Classification and Dictionary of Occupations (CCDO).

It is important to familiarize yourself with the CCDO code structure because most occupational information in Canada has been organized according to these codes. The following chart shows how to interpret a simple CCDO code:

The Structure of the CCDO System

First 2 digits	Major Group	87	3	3	122
First 3 digits	Minor Group				
First 4 digits	Unit Group				
All seven digits	Individual Occupation				

Each individual occupation is part of a
UNIT GROUP
which is part of a
MINOR GROUP
which is part of a
MAJOR GROUP.

There are 23 major groups which represent occupations identified on a very broad basis. (see page xxv, CCDO I). For example:

Major Group 87 - Construction Occupations

Each major group contains a number of minor groups, for example,

873 Electrical Power, Lighting
Wire and Communications
Equipment Erecting, Installing
and Repairing Occupations

In turn the minor group contains a number of unit groups, for example,

8733 Construction Electricians and Repairmen

This unit group in turn contains a number of individual occupations, for example,

8733-122 Electrician (construction)

As you can see, the more numbers there are in the code the more specific it gets, until you can name an individual occupation.

Now, it happens that you can get information about individual occupations and/or unit groups of occupations.

If you know what unit group of occupations you would like a job in, then you can research that unit group.

If you know the individual occupation in which you wish to work you can do your research for the individual occupation.

To make things more accurate, there is one more refinement that you should know about. Some unit groups are quite large. For this reason a number of them have been divided into clusters. Each of these clusters that occur within a unit group are made up of individual occupations that have similar educational or training requirements.

Clusters are identified by the letter following the four-digit unit group code. For example: 8733-A and 8733-B are clusters taken from the unit group 8733 Construction Electricians and Repairmen.

If you are interested in a unit group with clusters, you should do your research on each of the clusters that interests you.

MAJOR, MINOR AND UNIT GROUP CODE

MAJOR GROUPS

11	Managerial, Administrative and Related Occupations
21	Occupations in Natural Sciences, Engineering and Mathematics
23	Occupations in Social Sciences and Related Fields
25	Occupations in Religion
27	Teaching and Related Occupations
31	Occupations in Medicine and Health
33	Artistic, Literary, Performing Arts and Related Occupations
37	Occupations in Sport and Recreation
41	Clerical and Related Occupations
51	Sales Occupations
61	Service Occupations
71	Farming, Horticultural and Animal-Husbandry Occupations
73	Fishing, Hunting, Trapping and Related Occupations
75	Forestry and Logging Occupations
77	Mining and Quarrying Including Oil and Gas Field Occupations
81/82	Processing Occupations
83	Machining and Related Occupations
85	Product Fabricating, Assembling and Repairing Occupations
87	Construction Trades Occupations
91	Transport Equipment Operating Occupations
93	Material-Handling and Related Occupations, n.e.c.
95	Other Crafts and Equipment Operating Occupations
99	Occupations Not Elsewhere Classified

(b) RESEARCH USING THE CCDO CODES

Your first step is to find the code for your chosen occupation(s).

You should then choose which of the levels of occupational information is most suitable: individual occupation, unit group or cluster. You may wish to do your research for more than one level on some topics.

HOW TO FIND THE CODES

Code numbers for individual occupations can be found in the Alphabetical Index of Occupational Titles on page 1051 (1041 1st edition) of the CCDO Volume I (CCDO I).

Code numbers for unit groups can be found in the Alphabetical List of Chapter and Group Titles on page xxxvii of the CCDO Volume II (CCDO II).

Cluster codes are a combination of the unit group code number and the letter code for the cluster that is listed in the CCDO II chapter you want to study. Once you have found the chapter in the CCDO II, simply read it and decide which of the clusters in the chapter interest you.

I. Finding the Correct CCDO Code Using The CCDO Volume II

Let's suppose that you are interested in carpentry work. Here is how you would find the code.

(1) Turn to the Alphabetical Index of Chapter and Group Titles. It starts on page xxxvii of Volume II of the CCDO.

(2) Look up "Carpenters" in the alphabetical list.

On page xxxviii you find:

Carbonizing, Distilling and Carbonizing Occupations, Chemicals and Related Materials 8165
CARPENTERS AND RELATED OCCUPATIONS 8781
Carpenters, Ships 9155A
Cashiers and Tellers 4133

If you are interested in carpentry in general, you should look up 8781; if you are interested in Ship Carpentry, try 9155A.

The chapters to which these numbers refer are arranged in the book in order of their code numbers. Thus, the chapter for 8781 comes just before that for 8782.

(3)a Look up 9155A Ship's Carpenter and check the "List of Occupational Titles."

Ship's Carpenters

LIST OF OCCUPATIONAL TITLES

		GED	SVP
9155-110	**SHIP'S CARPENTER** (water trans.)	4	7

As you can see, there is only one occupation listed. It is 9155-110 Ship's Carpenter.

b Look up 8781 Carpenters and Related Occupations. (see example below.)

Chapter 8781 Carpenters and Related Occupations

LIST OF OCCUPATIONAL TITLES

A

		GED	SVP
8781-110	**CARPENTER** (construction)	4	7
8781-114	**CARPENTER, MAINTENANCE** (construction)	3	7
8781-118	**CARPENTER, ROUGH** (construction)	3	6

B

		GED	SVP
8781-122	**CARPENTER HELPER** (construction)	2	3

As you can see there are two clusters "A" and "B".

8781-A contains three individual occupations.

8781-B contains one individual occupation.

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(4) Choose which of these three choices you want to study. (You can, of course, choose more than one.):

9155B Ship's Carpenters
8781-A Carpenters and Related Occupations
or 8781-B Carpenters and Related Occupations

(5) Let's suppose you choose 8781-A. This means that when you read the sections of Chapter 8781 in Volume II of the CCDO, you need read only the paragraphs that discuss the occupations in cluster A.

II. Finding the Correct CCDO Code Using The CCDO Volume I

Using the same example as above, here is how you would find the code using the CCDO Volume I.

(1) Turn to the Alphabetical Index of Occupational Titles. It starts on page 1051 (1041 1st edition) of Volume I of the CCDO.

(2) Look up "Carpenters"

On pages 1066 and 1067 (1056 1st edition) you find:

CARDIOLOGIST (medical) 3111-110
Cardiovascular and Thoracic Surgeon (medical) rel. to 3111-146
career counsellor (educ.; social wel.) alt. for 2391-122
caretaker, grounds (agric.; amuse. & rec.) alt. for 7195-130
CARGO AGENT (air trans.) 4193-126
CARGO INSPECTOR (oil & nat. gas; petrol. & coal prod.) 8176-126
CARGO-LOCATION MAN (water trans.) 4153-130
CARILLONNEUR (amuse. & rec.) 3332-128
CARMAN (rail. rolling stock) 8583-110
Carman Foreman (rail. rolling stock) rel. to 8580-134
CARMAN HELPER (rail. rolling stock) 8583-122
CARNALITE-FLUX MAKER (non-ferrous metal) 8119-284
CARPENTER (construction) 8781-110
CARPENTER, HELPER (construction) 8781-122
Carpenter, Hotel (construction) rel. to 8781-114
CARPENTER, MAINTENANCE (construction) 8781-114
Carpenter, Mill (construction) rel. to 8781-114
Carpenter, Mine (construction) rel. to 8781-114
carpenter, repairman (construction) alt. for 8781-114
CARPENTER, ROUGH (construction) 8781-118
CARPET CUTTER (construction) 8799-170
Carpet Cutter, Hand (textile) rel. to 8568-198
CARPET-DRYING-MACHINE TENDER (textile) 8275-150
Carpet Inspector (textile) rel. to 8276-150
Carpet-Inspector Foreman (knit goods; textile) rel. to 8260-122
CARPET LAYER (construction) 8799-154
Carpet-Layer Helper (construction) rel. to 8799-262
Carpet-Loom Fixer (textile) rel. to 8584-114

You can choose from the list of carpenter occupations. You may wish to study more than one of these occupations.

NOTE: It is important to note that the CCDO Volume I contains less of the information you'll need than does Volume II.

(3) The descriptions of the occupations listed in the Index are listed in the CCDO Volume I in numerical order.

Here is an example of an entry:

8781-110 CARPENTER(construction) DPT:361
GED: 4 SVP: 7 EC: B 6 PA: M 2 3 4 7

Constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenter's hand and power tools, and conforming to local building codes:
Studies drawings, sketches, or building plans for information concerning dimensions of structure on fixture to be fabricated, and materials to be used. Selects specified type of lumber or other materials. Prepares layouts using carpenter's square, rule and calipers. Marks cutting and assembly lines on materials, using pencil, chalk, and marking gauge. Cuts and shapes materials by hand or machine tools, performing such operations as sawing, grooving, planing and sanding. Assembles cut and shaped parts using nails, screws, dowel pins or glue. Erects framework for structures, and lays subflooring. Verifies trueness of structure using plumb line and level. Builds stairs, and lays out and installs partitions and cabinets. Lays hardwood, parquet and wood-strip-block floors using nails or adhesive. Fits and installs perfabricated trusses, window frames, doors, door frames, interior and exterior finish trim and hardware. Applies shock-absorbing, sound-deadening, and decorative panels to ceilings and walls. Erects scaffolding and ladders for assembling structures above ground level. Constructs concrete forms and pouring chutes.
May work in particular field of construction such as home building; commercial, public and industrial building; or highway and bridge construction; or building alteration and repair. May specialize in a particular phase of carpentry, such as installing interior and exterior trim, and be designated according to specialty; for example,
Acoustical Carpenter
Bridge Carpenter
Building-Construction Carpenter
Finish-Trim Carpenter
Flooring Carpenter
Framing Carpenter
House-Repair Carpenter

III. Finding the Correct Careers Provinces Leaflet

Careers Provinces Leaflets are usually kept in a binder in numerical order by their CCDO codes. Thus, if you know the code, it is easy to locate the leaflet for your occupation.

If you do not know your occupation's code, the booklet called "Occupational Titles" may help you. This booklet contains "Alphabetical List of Occupations" (see example below)

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ALPHABETIC LIST OF OCCUPATIONS

CCDO	TITLE	CCDO	TITLE
1171-114	ACCOUNTANT	9517-126	BOOKBINDER, MACHINE
4131-134	ACCOUNTING CLERK	4131-114	BOOKKEEPER
7711-126	ACIDIZER	4141-110	BOOKKEEPING-MACHINE OPERATOR (ACCOUNTING-MACHINE OPERATOR)
3335-110	ACTOR		
2181-118	ACTUARY	4131-142	BOOKKEEPING CLERK
4141-154	ADDING-MACHINE OPERATOR	7517-126	BOOMBOAT OPERATOR
4141-158	ADDRESSING-MACHINE OPERATOR	7517-130	BOOM WORKER
2169-114	AERIAL-PHOTOGRAPH ANALYST (AERIAL-PHOTOGRAPH INTERPRETER)	2135-248	BOTANICAL TECHNICIAN
		2133-114	BOTANIST
3315-138	AERIAL PHOTOGRAPHER	9133-122	BRAKE WORKER, TRAIN
2165-210	AEROSPACE-ENGINEERING TECHNICIAN	1171-138	BRANCH ACCOUNTANT, BANK
2155-118	AEROSPACE ENGINEER	8782-110	BRICKLAYER AND STONEMASON
2165-214	AGRICULTURAL-ENGINEERING TECHNICIAN	8119-274	BRIQUETTING-MACHINE OPERATOR
2159-110	AGRICULTURAL ENGINEER	9551-114	BROADCAST-TRANSMITTER OPERATOR
1119-158	AGRICULTURAL REPRESENTATIVE	9171-110	BUS DRIVER

Simply look up your occupation in this list. If your occupation is covered in Careers Provinces, it will be listed.

If, for example, you are interested in carpentry occupations, you will find the occupation listed as shown:

8739-130 CABLE SPLICER
4141-134 CALCULATING-MACHINE OPERATOR
3315-172 CAMERA OPERATOR, MOTION PICTURE
6117-000 CANADIAN FORCES, NON-OFFICER RANKS
6116-000 CANADIAN FORCES, OFFICER RANKS
7311-110 CAPTAIN, FISHING VESSEL
8781-110 CARPENTER AND RELATED OCCUPATIONS
2163-114 CARTOGRAPHER
4133-122 CASHIER, OFFICE
8137-150 CASTER
8137-138 CASTING OPERATOR
2351-126 CATALOGUER
2353-130 CATALOGUER, MUSEUM

As you can see, the CCDO code precedes the name of the occupation.

Now you can simply look up the leaflet for Carpenters and Related Occupations.

Part B
Fitting the Requirements

Chapter I / Physical Requirements

This part of the SOURCEBOOK gives a detailed explanation of each of the topics in Part B of the PLACE Workbook, "Fitting the Requirements." It is divided into four main chapters each of which corresponds with one of the PLACE topics. You will be given general guidelines about the topic, your goal will be stated clearly, and you will be given a detailed description of the procedure you can use to complete the PLACE Workbook. In the procedures sections, explanations of both written and primary sources that you may need to use in order to answer the question, will be provided.

PHYSICAL REQUIREMENTS

In some occupations, because of the demanding nature of the work, employers may require or prefer that their workers meet specified physical requirements. These requirements may include such things as height and weight ranges, vision, hearing or other requirements. These requirements can be divided into three categories: occupations that have strict requirements in the above areas, occupations that have informal preferences in these areas, and occupations in which there is a preference for physical (or emotional) stamina and strength without having specific physical criteria.

GUIDELINES TO PHYSICAL REQUIREMENTS BY CCDO MAJOR GROUP

These guidelines should give you an idea of the different kinds of physical requirements that can be important, depending on the occupation.

Occupations Having Strict Requirements

61. Service Occupations: Many occupations within this group, particularly those in the area of protective services (e.g. the Armed Forces, police occupations or firefighting occupations) are very likely to have formal restrictions on height, weight, age, vision, etc.

91. Transport Equipment Operating Occupations: Transport vehicle operators must often meet strict vision requirements. There may be age restrictions and emphasis on physical and emotional good health. This is particularly true for air transport vehicle operators.

Occupations Having Informal Preferences

31. Artistic, Literary, Performing Arts: Particularly in the field of performing arts such as dance, there are informal preferences for people with a long, lithe body style.

37. Sport and Recreation: Within various sports, athletes are usually expected to have specific physical characteristics. For example, it is very unlikely that you will find a 6-foot tall jockey, or a 5-foot tall basketball player.

51. Sales Occupations: In many sales occupations, it is possible that there will be a preferred minimum age. Since these employers place a great deal of emphasis on physical appearance, they are likely to have personal preferences about other physical characteristics.

Occupations Requiring Physical Stamina and Strength

Within all the major groups listed below, many of the occupations require physical stamina because the work is physically demanding.

31. Medicine and Health
71. Farming, Horticulture and Animal Husbandry
73. Fishing, Hunting and Trapping
75. Forestry and Logging
77. Mining and Quarrying including Oil and Gas Field
81/82. Processing
83. Machining
85. Product Fabricating, Assembling and Repairing
87. Construction Trades
93. Material-Handling
95. Other Crafts and Equipment Operating

YOUR GOAL

Your purpose is to find out what the physical requirements are for your occupation and assess whether you have the physical qualifications to do the work.

HOW TO COMPLETE THE PLACE WORKBOOK

1. Read the guidelines above to determine what types of characteristics are likely to be required.

   a. If it appears that there are no requirements, check the "No Requirements" box in your PLACE Workbook.

   b. If it appears that there are requirements, you will need to do further research, following the instructions below.

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HOW TO FIND THE INFORMATION YOU NEED

2. Using Printed Sources of Information. There are books and leaflets that provide general occupational information, including information about required physical characteristics. Below is an explanation of the sources you can use to answer this question.

   a. CCDO,II — if you are researching an occupational cluster (see Part A, Identifying your Occupation) this is your best source of information. Turn to the chapter that describes your group of occupations. There are three sections of the chapter that you should examine for clues about physical requirements:

   i. Under the section entitled "Training and Entry Requirements" look for the letter that represents your occupational cluster. If there are strict physical requirements, they may be indicated by statements suggesting that individuals will be required to pass medical examinations or to meet specified standards.

TRAINING AND ENTRY REQUIREMENTS

Read the information for your cluster

Workers in these clusters normally require:

Ⓐ
- nine to eleven years of general education, and progressive experience in fire-fighting occupations for periods of three to eight years. Some fire chiefs may require three to four years of specialized experience in fighting chemical and oil fires.

Look for indications that there might be physical requirements

Ⓑ
- nine to eleven years of general education, an initial training program for a period of one month, and on-the-job training for one to two years;
- current motor-vehicle operator's or chauffeur's licence;
- passing of medical examination to meet physical requirements;
- personal assessment and written or oral examination for permanent appointment.

   ii. In the section, "Aptitudes and Capacities" look for the letter that represents the cluster of occupations in which you are interested. Although specific details are not given, the physical capacities required will be listed and described briefly.

APTITUDES AND CAPACITIES

Workers in Cluster A require:
- learning ability to understand and apply fire regulations, fire-fighting methods and emergency procedures, and reasoning ability and judgment to apply appropriate techniques to actual fire-fighting situations;
- verbal ability to understand and effectively use language and terminology found in instructions and regulations specific to fire prevention, fire fighting, rescue and first aid; to instruct personnel in fire-fighting methods; and to direct operations at scenes of fires;
- numerical ability to make calculations of quantity, size and type of fire-fighting equipment required, to prepare estimates for purchases of materials, and to appraise fire losses;
- capacity to extend arms and hands in any direction to handle hoses and use axes, chisels, crow-bars, chain saws and similar tools;
- visual acuity and depth perception to detect fire hazards, determine source, nature and extent of fires, observe gauges on fire-truck equipment, direct chemicals or water on fire, or give orders to fire fighters from a distance;
- capacity to work both inside and outside while exposed to water, and extremes of heat from fires and cold temperatures;
- capacity to work while exposed to physical hazards such as fire, smoke, gases, flying debris, ice, exploding fuel and munitions, falls from roofs or ladders, burns, asphyxiation or electrocution.

Based on the physical capacities described, figure out the types of physical characteristics that employers might demand.

iii. Some chapters have an additional section called "Other Clues and Requirements." In this section you will sometimes find hints about required physical characteristics.

OTHER CLUES AND REQUIREMENTS

Other Clues

- military training, or experience in federal, provincial or municipal police departments, is a definite asset for those who wish to enter these occupations.

Other Requirements

- good physical and mental health;
- good moral character and dependability;
- no criminal record.

b. Careers Provinces -- If you are researching an individual occupation (see Part A Identifying Your Occupation) this is your best source of information. Using the leaflet for the province and occupation you are interested in, turn to the "Preparation and Training" section. If there are specific physical characteristics required, they will be listed immediately under that section heading.

PREPARATION AND TRAINING

Specific details about strict requirements will be listed here. →

APPLICANTS MUST BE CANADIAN CITIZENS, BE OF MINIMUM HEIGHT 5 FEET 9 INCHES FOR MALES, 5 FEET 4 INCHES FOR FEMALES, BE PHYSICALLY FIT, HAVE 20:20 VISION OR 20:40 CORRECTABLE TO 20:20 INCLUDING GOOD COLOUR VISION

In addition, if there is a minimum age requirement, it will be given in the section entitled, "Educational Requirements."

EDUCATIONAL REQUIREMENTS

TYPICAL REQUIREMENTS ARE: GRADUATION FROM A SECONDARY SCHOOL, MINIMUM AGE 18 YEARS, MAXIMUM AGE 30 YEARS.

Look for an age restriction. ←

2. Interpret the information you have found in the printed sources. Remember, your purpose is to discover what the strict requirements are. If the CCDO has given no indication that there are any requirements, you can assume that there are none. Similarly, if Careers Provinces has been silent on the issue, you can assume there are no physical requirements.

3. Determine whether you now have enough information to answer the PLACE Workbook.

   a. If you have enough information to decide that there are no requirements or if you have found out exactly what the requirements are, you are ready to complete the Workbook.

   b. If you don't have enough information, you will need to do further research following the instructions below.

4. People as Sources of Information. Certain people, because of their positions, are informed about occupational requirements and can provide you with information about the physical characteristics required in your occupation.

   a. PREPARING QUESTIONS TO ASK -- Before you contact your sources, you will need to decide exactly what information you need. Make a list of questions that meet your precise needs. The sample questions listed below may help you.

      i) Do you have minimum or maximum height or weight requirements? What are they?

      ii) Is good eyesight or hearing required? What standards do you require?

      iii) If there are no formal restrictions, are there preferences in terms of height? weight? vision? hearing? What are they?

      iv) Will I be required to pass a medical examination? What is being examined?

b. WHICH SOURCES TO USE--

i) Employers - For instructions on how to get information from appropriate employers, go to page 61 of the Appendix/Using Resource People.

ii) Workers - you may have friends or relatives working in the occupation. For instructions on how to get information from workers go to page 82 of the Appendix/Using Resource People.

iii) Unions or Professional Associations - For instructions on how to get information from appropriate organizations, go to page 73 of the Appendix/Using Resource People.

c. CONTACTING RESOURCE PEOPLE -- Once you have worked out what information you will need for all the topics in Part B Fitting the Requirements, contact the sources you have identified either by phone or letter, ask your questions and make a note of the replies you receive.

6. Complete the PLACE Workbook. Using the information you have gathered, fill in the "Physical Requirements" sections of the Workbook.

Chapter II / Work Performance Requirements

Your ability to do the work of your occupation is the most important consideration an employer has to make in deciding whether to hire you. Of course, if you have spent the last 10 years successfully doing the type of work you are trying to obtain it will be easy for you to show that you can do the work. However, there are a number of other ways that you can develop the skills you may need and prove that you can do the job that interests you.

In order to show that you can perform the work of your occupation, you must show you can do the duties, use the tools and equipment, and speak the languages required in your occupation.

This chapter of the SOURCEBOOK gives you instructions on how to find out and record the requirements of your occupation relating to three topics. Duties of the Job; Using Work Tools and Equipment; Language Skills Requirements.

(a) DUTIES OF THE JOB

GENERAL GUIDELINES

By identifying the skills required to do the work in your chosen occupation, you will be able both to assess whether you have the necessary skills and to show prospective employers that you understand the demands of the position through your resumé and job interviews.

Employers do not always require that workers be able to perform all the typical work activities in order to qualify for work in an occupation. If potential workers can demonstrate skills in related areas or if they show the ability and willingness to learn new skills in a reasonable time period, employers may be willing to train them. This is especially true for semi-skilled and unskilled jobs. However, since employers prefer to

hire trained personnel, your chances for employment are increased if you can show that you have most or all of the necessary skills. Where you learned the skills is much less important, in most cases, than the fact that you have the skills, so do not forget to include skills you learned from taking special interest courses, or through unpaid or volunteer work.

You can figure out what skills are normally required from an analysis of the occupational description. The description lists the major work activities. Thus, for example, the work activities of a truck driver include "inspecting vehicle before and after run, and enroute; manouevering vehicle onto weigh scale;..." From an analysis of these activities you should be able to deduce that a truck driver requires some vehicle inspection skills based on a certain amount of mechanical knowledge and driving skills to operate a large and awkward vehicle.

YOUR GOAL

Your purpose is to compare the skills required by the occupation with your own.

HOW TO FIND THE INFORMATION YOU NEED

1. Using Printed Sources of Information

There are books and leaflets that provide general occupational information, including a description of the typical work activities. Use one of the printed sources described below to find the skills requirements of your chosen occupation.

a. CCDO, II — If you are researching an occupational cluster (see Part A Identifying Your Occupation), this is your best source. Turn to the chapter of CCDO II that includes your group of occupations. Immediately under the first heading, "Work Performed" you will find a description of the work activities

typical of all the occupations in the chapter. Here you will be given a list of the purpose, worker functions and work activities of the occupations. Because the definition is a generalization compiled from the work activities of all the individual occupations that make up the group, specific activities that are typical of only one or two occupations in the group may not be included in the description. For an explanation of how to analyse the definition, go to step 2, Analyze the Definition.

TRUCK DRIVERS

WORK PERFORMED

This chapter includes occupations concerned with operating gasoline or diesel-powered trucks, tractor-trailers and similar vehicles to transport goods and materials over urban, inter-city, inter-provincial or international routes. Primary worker function is: driving a truck and operating its equipment. Work activities include: inspecting vehicle before and after run, and en-route; manoeuvering vehicle onto weighing scale, under hopper or filling tank, or to other loading or unloading areas; operating valves, pumps, conveyor or other loading devices; reading gauges or meters and recording quantities loaded; placing protective padding around articles and securing load to prevent damage; moving levers or pedals to tilt truck body and dump contents; attaching towing devices to other vehicles; communicating with dispatchers by radio; making cash transactions or preparing vouchers for items received or delivered; and recording times of arrival and departure, mileage, fuel consumption, malfunctions and details of load carried.

b. CCDO I -- If you are researching an individual occupation (see Part A, Identifying Your Occupation), this is a good source of information. Turn to the entry in CCDO I that describes your occupation. The bulk of the entry is taken up with an occupational definition. It includes information about the purpose of the work, the worker functions and the typical work activities. In addition to a listing of activities found in

almost all jobs within the occupation, it includes, in the last paragraph, a list of activities that may be found in some jobs. For an explanation of how to analyse the definition, go to step 2, Analyze the Definition.

4111-118 STENOGRAPHER(clerical) DPT:384
GED: 3 SVP: 5 EC: 1 PA: S 4 6 7

Records various kinds of dictated or other matter in shorthand and makes a transcription in typewritten form:
Records in shorthand by hand or shorthand-writing machine, dictated letters or other material. Types data from shorthand notes, written drafts, recording on dictating machine or other sources, and cuts stencils. Proofreads work for typographical and grammatical errors. Assembles and files correspondence.
May perform a variety of clerical duties. May be designated by type of work performed; for example,
Legal Stenographer
Medical Stenographer
Public Stenographer

Definition describes purpose, functions and work activities.

c. Careers Provinces -- If you are researching an individual occupation (see Part A Identifying Your Occupation), this is a good source. Using the leaflet for the province and occupation you want to find out about, you will find the occupational description immediately under the occupational title. The definition includes information about the purpose, worker functions and work activities typically found in the occupation. The definition typically lists all activities normally found in all jobs within the occupation. For an explanation of how to analyze the definition, go to step 2, Analyze the Definition.

CASTING OPERATOR

A CASTING OPERATOR CONTROLS POURING STATION TO CAST METAL INTO PIGS, INGOTS, BARS OR BILLETS FOR FURTHER PROCESSING: TURNS HANDWHEELS, MOVES LEVERS, ALIGNS DELIVERY PIPE OR STARTS PUMPS TO REGULATE FLOW OF METAL FROM FURNACE, CRUCIBLE OR LADLE INTO CASTING TROUGH. ADJUSTS SCREW VALVES AT BOTTOM OF TROUGH TO REGULATE FLOW OF METAL FROM TROUGH INTO MOULDS. SKIMS SLAG FROM SURFACE OF CAST METAL. VERIFIES TEMPERATURE OF METAL IN TROUGH WITH PYROMETER. RAISES SIPHON OR REPLACES TAPPING PINS TO STOP FLOW OF METAL INTO TROUGH. CONTROLS COOLING CONDITIONS OF CASTING. SIGNALS CRANE CREW OR OPERATES HOIST TO REMOVE CASTING FROM MOULD. TRANSPORTS AND STOCKS CASTINGS IN STORAGE AREA. SHOVELS SCRAP METAL INTO BUGGY FOR RETURN TO FURNACE.

Definition describes purpose, functions and work activities.

2. Analyze the Definition To determine what skills are required to perform the work activities. Each occupational definition is ordered so that the most important activity is listed first, the second most important is listed second, etc. Therefore, it is more important that you be able to perform the first activity than the last.

Below, a method is described that should help you analyze the definition (ask your counsellor to make a Xerox copy of your occupation's definition so that you can write on it.)

a. Identify by putting a bracket ( ) around each major clause. This clause will name a major work activity and list the tools used to perform the activity. As a clue, each major clause is usually divided from the next by a semi-colon (;).

b. Underline the main verb and its direct object within each clause. This verb and object will define briefly the major activity described more fully in the rest of the clause.

EXAMPLE

MACHINIST, GENERAL

Action Verbs Indicate What Is Done ↘ Object Indicates What It Is Done To ↓

[A GENERAL MACHINIST SETS UP AND OPERATES VARIOUS MACHINE-TOOLS, SUCH AS LATHES, MILLERS, SHAPERS AND GRINDERS;] AND [FITS AND ASSEMBLES PARTS TO MAKE OR REPAIR MECHANISM, TOOLS OR MACHINES APPLYING KNOWLEDGE OF MECHANICS, SHOP MATHEMATICS, METAL PROPERTIES, LAY-OUT AND MACHINING PROCEDURES] [STUDIES SPECIFICATIONS AND DRAWINGS] [COMPUTES DIMENSIONS AND TOLERANCES AND PREPARES WORKING SKETCHES] [MEASURES, MARKS AND SCRIBES CENTER LINES, DIMENSIONS AND REFERENCE POINTS TO LAY OUT WORKPIECE FOR MACHINING] POSITIONS WORKPIECE IN MACHINE] [SELECTS AND INSTALLS CUTTING TOOLS IN MACHINES] [SETS CONTROLS AND GEARS TO FACILITATE INDEXING OF WORKPIECE, CUTTING SPEED AND DEPTH OF CUT] [STARTS MACHINE AND FREQUENTLY VERIFIES CONFORMANCE OF PART TO SPECIFICATIONS, USING MEASURING INSTRUMENTS] [FINISHES AND FITS PARTS TO MECHANISMS BY FILING, GRINDING, SCRAPING AND POLISHING] [VERIFIES DIMENSIONS AND ALIGNMENT]

Thus, in this example, a machinist must have general skills in setting up and operating machine tools. Specifically, s/he

must be skilled at fitting and assembling parts, reading drawings and blueprints, making drawings and blueprints using draughting skills, laying out materials and operating machining equipment.

3. Complete the Place Workbook Using the information you have gathered from your analysis of the work activities, complete the "Skills and Experience Required" section of Part B of PLACE "Fitting the Requirements". (When analyzing your abilities, consider all your past experience including paid and unpaid work experience, volunteer work, hobbies, training courses or programmes, special interest courses, etc. For each skill that you think is required by the occupation, reflect on whether you have the specified skill or a similar or related skill.)

(b) USING WORK TOOLS AND EQUIPMENT

GENERAL GUIDELINES

To do the work in your chosen occupation, you must be able to use or operate the necessary work tools or equipment. You can find out what equipment is typically used in the occupation by examining the occupational description which lists both the work activities and the tools used to do the activities.

Once you know what equipment you will be required to operate, you will be in a position to assess whether you are qualified to do the work. In your self-analysis, do not forget to include tools that you have learned to use in unpaid, volunteer or spare-time activities. As well, keep in mind that you may already know how to operate similar equipment.

It is not always necessary to be able to operate or use all the equipment listed in the occupational definition to be qualified to work in the occupation. If, for example, you can learn to use the work equipment with just a short demonstration or if employers routinely train new workers to use specific tools, it is not essential to know how to use the equipment before starting the job. However, since employers prefer to hire trained workers, your chances for obtaining work in your chosen field are increased if you can convince the employer that you know how to use the same or similar equipment.

Therefore, an examination of the work tools used can help you both to assess your qualifications and to prepare your arguments to convince employers that you are indeed qualified.

YOUR GOAL

Your purpose is to list the work tools and equipment used in your occupation and to assess whether you can operate all of them.

HOW TO FIND THE INFORMATION YOU NEED

1. Using Printed Sources of Information

There are books and leaflets that provide general occupational information, including a description of the work tools and equipment typically used in each occupation. Use one of the printed sources described below to determine what tools and equipment you will be required to operate.

a. CCDO, II -- If you are researching an occupational cluster, (see Part A, Identifying Your Occupation), this is your best source. Turn to the chapter of CCDO II that includes your group of occupations. Immediately under the first heading, "Work Performed" you will find a description of the work activities and lists of the tools and equipment used to do the work duties. Because the definition is a generalization compiled from the work duties of all the occupations in the chapter, tools and equipment that are used in only one or two of the occupations in the group may not be included. However, you should be able to gather a fair idea of the most commonly used tools or equipment which is basically what you need to know. For an explanation of how to analyze the definition, go to step 2, Analyze the Definition.

FIRE-FIGHTING OCCUPATIONS

WORK PERFORMED

This chapter includes occupations concerned with providing protection against fire, fighting fires and protecting lives and property. Worker functions include: manipulating tools, hoses and controls of fire extinguishing apparatus; driving vehicles and operating pumping equipment; co-ordinating and supervising activities of fire-fighting personnel; and comparing structural characteristics, composition and contents of buildings to determine compliance with fire regulations, or to detect fire hazards or establish causes of fires. Work activities include: inspecting fire-fighting equipment and buildings; participating in and training others in fire-fighting techniques; responding to alarms and emergency calls; extinguishing fires; rescuing persons and animals; retrieving materials and equipment; and administering first aid.

b. CCDO, I -- If you are researching an individual occupation (see Part A, Identifying Your Occupation), this is a good source. Turn to the entry in CCDO I that describes your occupation. The bulk of the entry consists of an occupational definition. It includes information about the work activities and the tools and equipment used to perform the work duties. For an explanation of how to analyze the definition, go to step 2, Analyze the Definition.

8523-122 PIPE FITTER, TURBINES(mech. equip., n.e.c.)
DPT:381

GED: 4 SVP: 7 EC: I PA: H 2 3 4 7

Fabricates, assembles, and installs high and low pressure piping, for steam, air, hydraulic, cooling, lubrication or fuel-flow systems, on steam or gas turbines, compressors, pumps and generators:
Reads drawings and schematic diagrams, and plans work procedures. Selects specified type and size of piping from stock. Cuts pipe to required length, using hacksaw or pipe-cutter. Heats heavy piping to facilitate bending, using acetylene torch. Bends pipe as specified, using pipe-bender or hydraulic pipe-bending machine. Threads piping as required, using vise, stock and dies. Brazes fittings in position. Installs valves, gaskets and pipes, using wrenches, or welds or brazes pipes together to form assembly, working from erection pit or platforms. Cleans piping system, using compressed air line. Corrects defects revealed by functional tests. Disassembles piping, and tags or colour-codes items to identify for reassembly at installation site.
May lay out pattern of complicated bends, using drafting equipment.

The definition names the major work tools and equipment used in the occupation.

c. Careers Provinces -- If you are researching an individual occupation (see Part A, Identifying Your Occupation), this is a good source. Using the leaflet for the province and occupation you want to find out about, you will find the occupational description immediately under the occupational title. The definition includes information about the work activities and the tools and equipment used to perform the work duties. For an explanation of how to analyze the definition, go to step 2, Analyze the Definition.

AIR TRAFFIC CONTROLLER

AN AIR TRAFFIC CONTROLLER CONTROLS AIR TRAFFIC WITHIN ASSIGNED AIR SPACE, AND MOVEMENT OF AIRCRAFT AND GROUND VEHICLES IN MANOEUVERING AREA OF ASSOCIATED AIRPORT TO PREVENT COLLISIONS AND MINIMIZE DELAYS RESULTING FROM TRAFFIC CONGESTION: ACCEPTS FLIGHT PLANS FROM PILOTS AND REVIEWS THEM FOR COMPLETENESS. ROUTES FLIGHT PLANS OF AIRCRAFT. MAINTAINS FILE OF FLIGHT PLANS FOR VFR (VISUAL-FLIGHT RULES) AIRCRAFT UNTIL COMPLETION OF FLIGHT AND CONTACTS FACILITIES ALONG FLIGHT ROUTE TO OBTAIN INFORMATION ON OVERDUE AIRCRAFT. PROVIDES PILOTS WITH METEOROLOGICAL, NAVIGATIONAL, AND OTHER INFORMATION. ANSWERS RADIO CALLS FROM AIRCRAFT AND ISSUES LANDING AND TAKE-OFF INSTRUCTIONS AND OTHER INFORMATION. MONITORS RADIO AIDS TO NAVIGATION. TRANSFERS CONTROL OF DEPARTING FLIGHTS TO AND ACCEPTS CONTROL OF ARRIVING FLIGHTS FROM TERMINAL-CONTROL-RADAR UNIT.

OPERATES AIRPORT-LIGHTING SYSTEMS. OPERATES RADIO AND MONITORS RADAR TO CONTROL AIRCRAFT OPERATING IN THE VICINITY OF AIRPORT. ALERTS AIRPORT-EMERGENCY CREW WHEN AIRCRAFTS ARE EXPERIENCING FLIGHT DIFFICULTIES. REPORTS LOST AIRCRAFT TO CONTROL CENTER TO ALERT RESCUE AND LOCAL EMERGENCY SERVICES. SIGNALS VFR AIRCRAFT, USING SIGNAL LIGHT WHEN RADIO EQUIPMENT IS UNSERVICEABLE. CONTROLS CROSS-RUNWAY MOVEMENT OF SECURITY AND MAINTENANCE VEHICLES, USING RADIO. INSTRUCTS JUNIOR PERSONNEL IN AIR-TRAFFIC-CONTROL PROCEDURES.

2. Analyze the Definition To determine what tools and equipment are typically used or operated in your occupation. Each definition is ordered so that the most important activity and its' associated tools listed first, the second most important is listed second, etc. Use the following method to analyze the tools and equipment.

a. Identify, by underlining, the nouns that describe work tools or work equipment. This will give you the major tools.

b. Look for verbs that suggest the kind of equipment used. For example, if a worker is required to radio other workers, you can deduce that s/he must be able to operate radio equipment. Underline any such verbs that you locate in the definition.

6111-122 FIRE FIGHTER, CRASH (gov. serv.) DPT:663
GED: 3 SVP: 6 EC: O 3 4 6 7 PA: M 2 3 4 7

Maintains emergency alert and responds to actual or potential air-crash emergencies to prevent or extinguish fires and rescue plane crew and passengers:
Drives fire-fighting truck and equipment to scene of crash or end of runway where disabled aircraft is expected to land. Sprays chemical foam onto runway surface to minimize danger of explosion on impact, and water fog or chemical agents onto aircraft after landing to prevent or extinguish fire. Participates in rescue of crew and passengers from aircraft, using flame-cutting and other special equipment as necessary, and renders first aid to injured. Removes or neutralizes explosive material on crashed or damaged aircraft. Prevents unauthorized persons from entering crash area.

Underline nouns and verbs that name work tools.

3. Complete the Place Workbook

Using the information you have gathered from your analysis of the work tools and equipment used, fill in the "Using Work Tools and

Equipment" questions of the "Fitting the Requirements" section of the PLACE Workbook.

(c) LANGUAGE SKILLS

GENERAL GUIDELINES

In order to get and keep a job, you must be able to communicate with employers, supervisors, co-workers, and perhaps clients or customers, in the appropriate language. To be successful in your job, you must be able to speak the language or languages in which these people prefer to communicate.

YOUR GOAL

You must identify the language or languages commonly used by workers in your occupation in your community.

HOW TO FIND THE INFORMATION YOU NEED

If you don't know or are unsure of the language skills requirements, you can only find out from people or organizations familiar with your occupation in your area. No published material has this information.

1. People as Primary Sources of Information. Certain people, because of their positions, are knowledgeable about occupational requirements.

   a. PREPARING QUESTIONS TO ASK--Before contacting resource people, you should decide exactly what information you require. Make a list of questions. This question may help you prepare your own questions:

      (i) What languages must I be able to use to work for name the employer as a _____(occupation)?

b. WHICH SOURCES TO USE

(i) Employers are probably the most reliable source for this information. For instructions on how to get information from appropriate employers see the Appendix/Using Resource People, page 61.

(ii) Workers - You may know people who work in your occupation. They should know what languages you must speak. For instructions on how to obtainn information from workers, see Appendix/Using Resource People, page 82.

(iii) Organizations may be familiar with language requirements. Unions are your best bet here. Again see the Appendix/ Using Resource People, page 73.

c. CONTACTING RESOURCE PEOPLE - Once you have figured out all of the information you need on all Fitting the Requirements, contact the sources you have identified either by telephone or by letter. Ask your questions and make a note of the replies you receive.

2. Complete the Place Workbook

Using the information you have gathered on languages required in your area in your occupation, fill in the Workbook section and complete your assessment of your language skills.

Chapter III / Credentials

Requirements for some occupations are laid down by government or other regulatory agencies. In these occupations it is necessary to have special qualifications to be considered for the jobs. Examples range from professional occupations like medical doctor to the skilled trades like mechanics.

Other occupations may require specific credentials because employers prefer that their employees meet certain requirements.

These special qualifications or credentials can include minimum education levels, membership in a union or professional association, special licences or certificates or some combination of these.

(a) EDUCATION AND/OR TRAINING REQUIREMENTS

GENERAL GUIDELINES

One important aspect of occupational requirements is formal education and training. However, the importance placed on this varies depending on both the nature of the occupation and on the attitudes of individual employrs.

Within highly structured occupations (normally identified by their strict certification or licensing requirements), there is usually considerable emphasis placed on meeting formal education and training requirements. Also, there are usually only one or two ways to become qualified. Examples of this type of occupation are accounting, medicine, air traffic control, or carpentry. It is usually easy to get detailed and accurate information about educational requirements for these types of occupation.

For the majority of occupations, there are many routes people can follow to become qualified. In these cases, the lines between formal and informal training are hazy and employers will often consider the questions of training and experience as one issue. For example, an employer who is looking for an office clerk might be willing to hire an individual either with grade 10 plus two years related work experience or with high school graduation with emphasis on commercial subjects. Another example might be a company looking for a personnel officer. The company would probably advertise for someone with a university degree in Business Administration or a community college diploma in Personnel Administration. At the same time, they would probably be willing to consider someone with a university degree and teaching experience or someone with high school graduation plus several years experience in personnel administration. Although it is more difficult to specify the exact educational requirements for these occupations, a wider variety of backgrounds could qualify you for the occupation.

When considering education and training requirements, do not forget that, for many occupations, you must meet both the education and the experience requirements. For example, you cannot expect to become a bank manager immediately upon completing a university programme in commerce or business administration. Rather, you would start in a junior position and, with experience, might advance to the position of bank manager.

For the purposes of PLACE, education and training are considered as one issue.

YOUR GOAL

Your purpose is to find out what education and/or training is required for entry to your chosen occupation. Specifically, you need to know:

a) the level of training required, (for example, grade 6, or community college)
b) the length or duration of the required training
c) the subject area of the training.

You will need to find out what education or training is considered necessary in order to assess accurately your qualifications for entry.

HOW TO FIND THE INFORMATION YOU NEED

1. Using Printed Sources of Information

There are books and leaflets that provide general occupational information, including information about educational/training requirements. Use one of the sources that is described below to find out the requirements for your occupation.

a. CCDO II -- If you are researching an occupational cluster (see Part A, Identifying Your Occupation, pages 6, 9) this is your best source of information. Turn to the chapter that describes your group of occupations. In the section "Training and Entry Requirements" look for the letter that represents the group of occupations in which you are interested. You will find general guidelines here about the range of education required including level of training, length or duration of training and preferred subject areas. In addition, if the training is provided by the employer after the individual has been hired, this will also be indicated.

TRAINING AND ENTRY REQUIREMENTS

Workers in this chapter normally require:

A

- ten to twelve years of general education;
- six months to four years of combined on-the-job training and related experience with emphasis on the use of drawings, specifications and precision measuring instruments.

B

- nine to ten years of general education;
- up to six months of combined on-the-job training and related experience.

b. Careers Provinces -- If you are researching an individual occupation (see Part A, Identifying Your Occupation, page 12), this is your best source of information. Using the leaflet for the province and occupation you want to find out about, turn to the "Educational Requirements" section. Here you will be given details about all possible education and training routes. Careers Provinces can tell you about elementary education, high school and post-secondary requirements. Within post-secondary education there are subsections dealing with special education programmes, apprenticeship, on-the-job training and on-the-job experience.

EXAMPLE

5149-110 Auctioneer

PREPARATION AND TRAINING

EDUCATIONAL REQUIREMENTS

COMPLETION OF AN AUCTIONEERING DIPLOMA PROGRAM AT A RECOGNIZED SCHOOL OF AUCTIONEERING IS RECOMMENDED. PROGRAMS IN THIS FIELD ARE NOT AVAILABLE IN THIS PROVINCE BUT ARE AVAILABLE AT THE WESTERN CANADA SCHOOL OF AUCTIONEERING, LACOMBE, ALBERTA, WHERE THE COST OF A 2-WEEK COURSE IS $550.00.

ON-THE-JOB TRAINING

ON-THE-JOB TRAINING MAY BE OBTAINED THROUGH EMPLOYMENT WITH AN ESTABLISHED AUCTIONEER OR AUCTIONEERING FIRM.

LICENSING

LICENSING BY THE PROVINCIAL SECRETARY AND BY THE MUNICIPALITY IN WHICH THE AUCTION IS HELD IS COMPULSORY. FOR THE PROVINCIAL LICENCE A $1000.00 SURETY BOND IS REQUIRED.

2. Interpret the information you have found in the printed sources. Both CCDO and Careers Provinces have given you general guidelines about the level, duration and subject area of required education and training. It may also have indicated preferred training routes. The information is much more complete for some occupations than for others.

3. Determine whether you now have enough information to complete the PLACE Workbook.

a. If you have enough information to determine the required levels, durations and subject areas of education and/or training typically found in your occupation, you are ready to complete the Workbook.

b. If you don't have enough information, you will need to do further research using people as sources of information.

4. People as sources of Information. Certain people, beccause of their knowledges are in positions to give information about education and training requirements. Two different groups should be able to provide you with the informmation you need:

a. PREPARING QUESTIONS TO ASK--Before contacting resource people, you should figure out exactly what types of information you are looking for. Make a list of questions that meets your precise needs. The sample questions below may help you design your own.

i) Could you please tell me what types of education or training are needed to become a _____?

ii) What elementary or high school grade level is required? Are there any required subjects?

iii) What grade level is preferred? Are there preferred subjects?

iv) Is there required post-secondary training? What type of training? How long does it last? What is the best field of study? Where can I take such a programme?

v) Is there a preferred type of post-secondary training? What does it involve?

vi) Where might I obtain the necessary education and/or training?

You should, of course, ask only those questions to which you require an answer. Also keep in mind that if post-secondary training is required, information about preceding levels is irrelevant in occupational terms. For example, if you require a PhD. to work in your chosen occupation, the people you contact are not going to tell you that you require high school graduation as well.

b. WHICH SOURCES TO USE.

i) Employers - For instructions on how to obtain information from suitable employers, go to the Appendix/Using Resource People, page 61.

ii) Unions or Professional Associations - For instructions on how to locate and approach these organizations, go to page 73 of the Appendix/Using Resource People.

c. CONTACTING RESOURCE PEOPLE -- Once you have figured out all of information you need on all Fitting the Requirements topics, contact the sources you have identified either by phone or by letter, ask your questions, and make a note of the replies.

5. Complete the Place Workbook. Using the information you have gathered, fill in the "Education and/or Training Requirements" section of Part B of PLACE, "Fitting the Requirements".

(b) LICENCES AND CERTIFICATES

GENERAL GUIDELINES

In some occupations, most notably in the professions or trades, workers are required to be certified, registered or licensed by the appropriate regulatory agency before being permitted to work at most jobs in the occupation. In other occupations, although registration, certification, and licensing are not required, employers often prefer to hire people with certified credentials.

Within practically every major occupational group there are some occupations in which registration, certification or licensing is either required or strongly preferred. The following guidelines will give you some clues about typical requirements, but be warned that it is not exhaustive and you will have to do your own research to determine whether your occupation has any such requirements. The major group names and code numbers are based on those used in the CCDO.

11. Managerial and Administrative Occupations
Within this group, accounting occupations require certification; in other occupations such as personnel administration for example, registration with the professional association may be preferred.

21. Natural Sciences, Engineering and Mathematics
Registration or certification is possible in many occupations such as engineering or engineering technology, but it is required for only a few in the group such as architecture.

23. Social Sciences and Related Fields
For some occupations, such as librarian or lawyer, certification is required. For many other occupations, registration may be required in some provinces and not in others. An example would be psychologist or counsellor.

25. Occupations in Religion
Ministers of recognized religions must be ordained, which is a form of certification.

27. Teaching and Related Occupations
In most teaching occupations, especially elementary and high school, teachers are required to be certified in order to teach. However, community college and university teachers do not require certification.

31. Medicine and Health Occupations
Practically all occupations within this group have strict registration or certification requirements.

33. Artistic, Literary and Performing Arts
This group is remarkable in that there are no registration requirements for any occupation within the group. However, for many jobs you must be a member of the appropriate union.

41. Clerical Occupations
For a few occupations classified in the clerical group, most notably Medical Records Librarians and Claims Adjusters, certification is required or preferred by most employers. However, for the majority of clerical occupations there are no such requirements.

51. Sales Occupations

In a few specialized sales fields such as insurance, real estate and securities, certification is required. In a few others such as service station attendant, registration is required or preferred in some provinces. As well, in many sales occupations you will be required to hold a valid driver's licence.

61. Service Occupations

In certain service occupations such as funeral director, embalmer, barber, hairdresser, chef and cook, employers may require or prefer that employers be registered or certified by the appropriate regulatory agency. In addition, in protective service occupations, individuals must be eligible for bondng and for acquiring a firearms licence. As well, a valid driver's permit may be required.

71. Farming, Horticulture and Animal-Husbandry

A few occupations in this group such as animal trainer, park worker or tree surgeon have registration or certification requirements. The majority of occupations, however, have no restrictions, except that in many cases a driver's licence may be advantageous.

73. Fishing, Hunting and Trapping

Captains and mates of fishing vessels are required to be licensed. The remaining occupations have no such regulations. However, individuals may require a provincial licence to fish, hunt or trap game.

75. Forestry and Logging

A few occupations within this group such as forestry conservation officer require registration, but the majority do not.

77. Mining and Quarrying

Only one or two occupations in this group seems to demand registration, etc.

81/82. Processing Occupations

No occupation in this group seems to demand registration, etc.

83. Machining and Related Occupations
The majority of occupations have no registration requirements. However, the following occupations have required or preferred certification: sheet metal worker; welder; boilermaker; and machinists.

85. Product Fabricating, Assembly and Repair
Within this group, some occupations such as machine assembly, electrical equipment installation and repair, radio and television repair, vehicle upholstering, motor vehicle mechanics, watch repair and marine craft mechanics, require registration or certification. Most of the unskilled or semi-skilled occupations in the group, however, have no such restrictions.

87. Construction Trades
In practically all the building trades, registration or certification is required to work at most jobs. Helpers and labourers in these fields do not require certification.

91. Transport Equipment Operating
Most of the transport and communications equipment operating occupations have registration or licensing requirements. Support occupations are less likely to be as strictly regulated.

93. Material Handling Occupations
Workers who operate material handling equipment such as cranes or hoists may require certification.

95. Other Crafts and Equipment Operating
This group includes occupations in printing, stationary engineering and communications equipment operation. Most skilled occupations in this group require registration or certification.

In addition to the occupational requirements outlined above, there may be other forms of licensing required. Examples include requirements for having a driver's licence, a fishing or hunting permit, eligibility for bonding, eligibility for obtaining a firearms permit, etc. As well, if you are thinking of operating your own small business, you will be required to meet municipal or regional licensing demands.

YOUR GOAL

To determine whether there are registration, certification or licensing requirements in your chosen occupation, and if there are to determine whether you meet them.

HOW TO FIND THE INFORMATION YOU NEED

1. Examine the guidelines above to determine whether it is likely that your occupation has registration, etc., requirements.

2. Using Printed Sources of Information There are books and leaflets that provide general occupational information, including information about registration, certification and licensing requirements. Use one of the sources described below to find the requirements for your occupation.

a. CCDO, II -- If you are researching an occupational cluster (see Part A, Identifying Your Occupation, pages 6, 9) this is your best source. Turn to the chapter that includes your occupational group. If there are any registration, certification or licensing requirements they will be listed under the section entitled "Training and Entry Requirements". Your clues that such requirements exist will be statements such as 'completion of provincial certification requirements,' or registration with the provincial body, or by deduction from the method of training. If apprenticeship is required or available, you can immediately assume that registration is required or preferred. In addition, hints about other forms of licensing may be included under the heading "Other Clues and Requirements."

TRAINING AND ENTRY REQUIREMENTS

Engineer Officers normally require:
- twelve years of general education;
- a three to four-year program of studies at a marine school or college and on-the-job training; or,
- a three to four-year apprenticeship program as a machinist engaged in constructing, installing or repairing of steam or internal combustion marine engines or similar type of equipment; or,
- three to four years of on-the-job training and experience while serving as engine-room crewman combined with part-time studies in related courses;
- completion of Ministry of Transport Examinations and certification.

TRAINING AND ENTRY REQUIREMENTS

Medical-Record Librarians require:

- secondary school graduation, at the university entrance level, with an emphasis on science, mathematics, language and with proficiency in typing;
- completion of a medical-record librarians' course given at community colleges, for one to three years depending on the college; or
- completion of a course in a recognized school for medical-record librarians, in hospitals approved by the Canadian Association of Medical-Record Librarians, usually of one year's duration; or
- completion of a four-year course given at the University of Notre-Dame, Nelson, B.C., leading to a bachelor of science degree, medical-record.

On completion of the training programs, candidates are eligible to write the examinations leading to registration and membership in the Canadian Association of Medical-Record Librarians.

b. Careers Provinces -- If you are researching an individual occupation (see Part A, Identifying Your Occupation, page 12), this is your best source. Using the leaflet for the province and occupation you are interested in, look for a heading called "Registration, Certification, Licensing". If there are any such requirements for your occupation, they will be listed here and you will be told the name of the regulatory agency whom you can contact for further information. If the heading is absent from your CP leaflet, it is most likely that there are no such requirements.

LICENSING

FOLLOWING THE PERIOD OF ON-THE-JOB TRAINING, A LICENCE IS ISSUED BY TRANSPORT CANADA.

CERTIFICATION

CERTIFICATION IS NOT COMPULSORY. HOWEVER A CERTIFICATE OF QUALIFICATION IS ISSUED BY THE DEPARTMENT OF LABOUR, FREDERICTON, NEW BRUNSWICK, TO APPLICANTS WHO HAVE COMPLETED THE APPRENTICESHIP PROGRAM OR PROVIDE EVIDENCE OF AT LEAST 5 YEAR(S) OF SATISFACTORY EXPERIENCE AND PASS QUALIFYING EXAMINATION(S).

3. Determine whether you now have enough information

Note: If the CCDO is the only published source of information about licences and certificates for your occupation, it is advisable to double check the information by contacting resource people as outlined below.

a. If you have enough information, you are ready to complete the Workbook.

b. If you don't have enough information, you will have to do further research using people as sources of information.

4. People as sources of information. Certain people, because of their positions, are knowledgeable about occupational requirements. The following three sources should be able to give you information about these requirements.

a. PREPARING QUESTIONS TO ASK--Before you contact your sources, you should determine exactly what information you need. Make a list of questions that cover the information you need. The sample questions listed below may help you prepare your own.

i) Am I required to have a licence/certificate to work in this occupation?

ii) What is the name of the licence/certificate I am required to have?

iii) What are the requirements for obtaining such a licence/cerfiticate?

iv) Is the licence/certificate that is issued valid across Canada or is it valid only in this province?

v) Who issues the licence/certificate?

b. WHICH SOURCES TO USE

i) Employers - For instructions on how to obtain information from employers, go to page 61 of the Appendix/Using Resource People.

ii) Unions or Professional Associations - For instructions on how to obtain information from the appropriate organization, go to page 73 of the Appendix/Using Resource People.

iii) Regulatory Agencies - When they indicate that there is a registration, certification or licensing requirement. Both the CCDO and Careers Provinces provide you with the name of the relevant regulatory agency. If the regulatory agency is a government body, you should be able to locate the phone number or address in the telephone directory for the national or provincial capital city under Government. If the regulatory agency is an association, you should be able to find the phone number and address in one of the directories suggested on page 75 of the Appendix/Using Resource People.

c. CONTACTING RESOURCE PEOPLE- Once you have prepared your questions for all topics in Part B "Fitting the Requirements", contact the sources you have identified either by phone or by letter, ask your questions and make a note of the replies you receive.

5. Complete the place Workbook. Using the information you have gathered, fill in the Licences and Certificates questions of Part B of the PLACE Workbook.

(c) MEMBERSHIPS

GENERAL GUIDELINES

In a small number of occupations, particularly in the professions such as law, medicine, nursing, accounting, etc, and in the highly organized single union trades such as the construction trades, people are generally required to be members of the appropriate union or professional association in order to be eligible for most jobs. However, for the majority of occupations, individuals are not required (or often even permitted) to be members before they have been hired, although they may be required to join the relevant union or association upon starting work.

YOUR GOAL

To discover whether you must belong to a union or professional association to qualify to work in your chosen field; and, if so, to identify the name of the organization to which you must belong.

HOW TO FIND THE INFORMATION YOU NEED

1. People as sources of information. Certain people, because of their positions, are knowledgeable about occupational requirements. Because membership in a union or professional association is a requirement set normally by the employer, the only way to be certain about requirements is to contact the employer. However, unions or associations may also fruitfully be contacted as long as you keep in mind that they have a certain self-interest in suggesting that membership is required or strongly preferred.

a. PREPARING QUESTIONS TO ASK -- Before contacting your sources, you should figure out exactly what information you are searching for. Make a list of questions that will meet your precise needs. The sample questions listed below may help you design your own.

i) Would I have to belong to a particular union or professional association before you would consider hiring me to work as a ___(occ. name)___.?

ii) (If Yes) What is the name of the union/professional association to which I would have to belong?

iii) What are the requirements of membership in that union/ professional association?

b. WHICH SOURCES TO USE --

i) Employers - For instructions on how to find out the union or association membership requirements from appropriate employers, go to page 61 of the Appendix/Using Resource People.

ii) Unions or Professional Associations - For instructions on how to find out the union or association membership requirements from suitable organizations, go to page 73 of the Appendix/Using Resource People.

c. CONTACTING RESOURCE PEOPLE -- Once you have figured out what information you need for all topics in Part B "Fitting the Requirements", contact your sources either by phone or by letter, ask the questions you have prepared and make a note of the replies you receive.

2. Complete the Place Workbook section. Using the information you have gathered, fill in the Memberships questions of Part B of the PLACE Workbook.

(d) C I T I Z E N S H I P

GENERAL GUIDELINES

To be permitted to work in Canada, people must either be Canadian citizens or landed immigrants or have a valid work permit. Additionally, there are a small number of employers who can require that prospective employees be Canadian citizens in order to be eligible to work for them. Typically, these employers include security services such as the Armed Forces or the RCMP and provincial or federal governments. As well, in a small number of occupations, in which you must be a member of a professional association to practise privately, one of the membership requirements may be Canadian citizenship. An example of the latter case would be law.

In the majority of cases, however, there are no occupational requirements for Canadian citizenship. That is to say, that a particular employer such as the federal government might decide that for some computer operator jobs, Canadian citizenship might be a requirement. However, another employer, such as IBM or Honeywell would make no such restriction.

Therefore, you could work as a computer operator without your Canadian citizenship for some employers but not for others.

YOUR GOAL

To determine whether you meet the citizenship requirements to work in your chosen occupation.

HOW TO FIND THE INFORMATION YOU NEED

No convenient written sources of information about the citizenship requirements of specific employers are available.

1. People as sources of information. Certain people, because of their positions, are knowledgeable about occupational requirements. Because citizenship requirements are set only by employers or unions and professional associations, the only way to be certain about the requirements is to contact these sources directly.

a. PREPARING QUESTIONS TO ASK -- Before contacting your sources, you should determine exactly what information you need. Make a list of questions to ask your contacts. The sample queries given below may help you design your own.

i) Must I be a Canadian citizen to work for your company as a (occupation name) ?

ii) To become a member in the union/professional association, must I be a Canadian citizen?

b. WHICH SOURCES TO USE --

i) Employers - For instructions on how to obtain information from appropriate employers, go to page 61 of the Appendix/ Using Resource People.

ii) Unions or Professional Associations - For instructions on how to obtain information from suitable organizations, go to page 73 of the Appendix/Using Resource People.

c. CONTACTING RESOURCE PEOPLE -- Once you have figured out what information you need for all the topics in "Fitting the Requirements", contact the resource people you have identified either by phone or by letter, ask your questions and make a note of the replies you receive.

2. Complete the Place Workbook. Using the information you have gathered, fill in the Citizenship questions of Part B of the PLACE Workbook.

Chapter IV / Equipment and Work Clothes Ownership

In addition to your skills and abilities, employers sometimes expect you to come equipped with tools (e.g. construction, mechanics) or a vehicle (e.g. sales occupations.)

Also, you will always be expected to have specific types of clothes suitable to the type of work you do. This section should help you to find out exactly what is required.

(a), (b) WORK TOOLS AND EQUIPMENT OWNERSHIP (INCLUDING VEHICLES)

GENERAL GUIDELINES

In some jobs, workers are required to supply their own work tools and equipment. Although this requirement varies from job to job within an occupation, the necessity of supplying your own tools is more common in some occupations than in others. As a general rule, workers are unlikely to be required to supply large equipment or production equipment. Rather they may be required to supply hand tools especially when each worker needs his or her own set of tools. One other type of equipment that workers are often expected to supply themselves is a motor vehicle.

Below you will be given guidelines about the work tools ownership requirements typically found in the various occupational major groups. The major group names and code numbers are based on those used in the Canadian Classification and Dictionary of Occupations (CCDO).

21. Social Sciences
In some of the social service occupations, workers will need to have a car to make their home visits.

51. Sales Occupations
Sales people whose work involves visiting clients at their home or place of business, such as real estate sales, insurance sales or commercial or technical sales representatives, are often expected to supply their own transportation.

85. Product Fabricating, Assembly and Repair
Within this occupational group, some mechanics, especially motor vehicle mechanics may be required by their employers to supply their own hand tools.

87. Construction Trades
Sometimes workers in the construction trades are expected to supply work equipment especially if they work for small companies.

91. Transport Equipment Operating Occupations
In some of the motor vehicle operating occupations, workers may be required or may be permitted to supply their own vehicles. Examples would be taxi cab drivers and truck drivers. However, vehicle ownership is by no means always required.

There is one other category of person who must supply his or her own work tools. That is the self-employed small businessman. In some occupations, for example professions such as medicine or law, in which the most common form of employment is private practice, potential workers should at least take into account the costs involved in setting up an office.

YOUR GOAL

Your purpose is to determine whether you will be required to supply your own work tools and equipment.

HOW TO FIND THE INFORMATION YOU NEED

No convenient, written sources of information about these requirements for specific job are available.

1. People as sources of information. Certain people, because of their positions, are knowledgeable about occupational requirements.

b. PREPARING QUESTIONS TO ASK -- Before contacting resource people, you should figure out exactly what information you want to know. Make a list of questions that satisfies your needs. The sample questions below may help you design your own.

i) Must I supply my own transportation that can be used at work?

ii) What kind of vehicle would I have to provide?

iii) Must I supply my own work tools?

iv) What tools and equipment would I be expected to supply?

v) What would be the cost of the tools and equipment that I would have to supply?

a. WHICH SOURCES TO USE -- For the most part, your best source of information about equipment ownership will be the employers for whom you would consider working. Workers who have some experience in the occupation may be also able to give you the lowdown on typical requirements. For people considering operating their own private practices, professional associations may be able to give help on estimating equipment and running costs.

i) Employers - For information on how to locate suitable employers, go to page 61 of the Appendix/Using Resource People.

ii) Unions and Professional Associations - For information on how to locate appropriate organizations, go to page 73 of the Appendix/Using Resource People.

c. CONTACTING PRIMARY SOURCES -- Once you have figured out what information you need for all of the "Fitting the Requirements" topics, contact the sources you have identified either by phone or by letter, ask your questions, and make a note of the replies you receive.

2. Complete the Place Workbook. Using the information you have gathered, fill in the Vehicles and Tools and Equipment Ownership section of Part B of the PLACE Workbook.

(c) WORK CLOTHES

GENERAL GUIDELINES

Work clothes that are suitable in one work environment may not be appropriate in another. For example, a farm worker would not be dressed suitably if she/he wore a three-piece suit to plant seed. Nor would a bank manager wear a hard hat and steel-toed work boots in the office. It is important to be dressed suitably when working or applying for work not only because you will find it easier to do the work but also employers and potential employers will judge your competence, to a certain extent, by your appearance.

The best way to determine what types of clothing are suitable is to observe the clothing of people while at work in the occupation you are considering. However, the following guidelines may give you some hints. The occupational major group names and code numbers used below are based on the categories used in the CCDO.

A. Office Clothes

The style of office clothing may range from the formal and conservative to the casual and modern. Always remember, though, that you are dressing for work not for a party. Jobs in these major groups usually require office clothes:

11. Managerial and Administrative Occupations	21. Occupations in Natural Science, Mathematics, and Engineering
23. Occupations in Social Science and Related Fields	25. Occupations in Religion
27. Teaching and Related	31. Medicine and Health (sometimes)
33. Artistic, Literary and Performing Arts	37. Sport and Recreation (sometimes)
41. Clerical Occupations	51. Sales Occupations (sometimes)
61. Service Occupations (occasionally)	

B. Uniforms

Uniforms may vary from a doctor's sterile white outfit to mechanic's coveralls to an entertainer's bunny suit, with all possible variations in between. If your employer requires you to wear a uniform, it may be supplied by the company. However, in many cases you will be expected to purchase the uniform yourself. In the following fields, uniforms are commonly worn by some workers in the occupations:

31. Medicine and Health	37. Sport and Recreation
51. Sales Occupations (sometimes)	61. Service Occupations (especially Protective Services)
91. Transport Equipment Operating (sometimes)	93. Material Handling Occupations (sometimes)

C. Outdoor Manual Heavy Duty Work Clothes

This would include hard hats and work boots as well as rain gear and winter clothing. The major groups below often require this type of clothes.

71. Farming, Horticulture and Animal Husbandry
73. Fishing, Hunting and Trapping
75. Forestry and Logging
77. Mining and Quarrying including Oil and Gas Field
87. Construction Trades
93. Material Handling Occupations
95. Other Crafts and Equipment Operating

D. Indoor Manual Heavy Duty Work Clothes

This would include sturdy clothing suitable for heavy work but clothing suitable for exposure to extremes of weather would not be needed. The following CCDO major Groups often require this type of clothes.

81/82. Processing Occupations
83. Machining and Related
85. Product Fabricating, Assembly and Repair
91. Transport Equipment Operating
93. Material Handling Occupations
95. Other Crafts and Equipment Operating.

When using these guidelines, keep in mind that occupations within a major group may have different requirements. To be sure what is appropriate, you should observe people at work to see what they are wearing.

YOUR GOAL

To determine what types of clothing are suitable for work in your chosen occupation and to assess whether you have the appropriate clothing.

HOW TO FIND THE INFORMATION YOU NEED

No convenient, written sources of information about the clothing requirements for specific jobs are available.

1. People as Sources of Information. Certain people, because of their positions, are knowledgeable about occupational requirements. To discover what types of clothing are suitable to work in your field, you may also want to ask:

a. OBSERVING PEOPLE IN YOUR OCCUPATION -- Since your purpose is to recognize what types of clothing will be required in your chosen field, your wisest course is to go down to the work site and observe people at work.

b. WHICH SOURCES TO USE --

i) Employers - For instructions on how to obtain this information from appropriate employers, go to page 61 of the Appendix/Using Resource People.

ii) Workers - For instructions on how to obtain this information from appropriate workers, go to page 82 of the Appendix/Using Resource People.

2. Complete the Place Workbook. Based on your observations of workers, fill in the WORK CLOTHES questions of Part B of the PLACE Workbook.

Appendix: Using Resource People

Often the information you need about occupational entry requirements just isn't available from printed sources. When this occurs, you will have to turn to other sources for your facts. The place to turn is to people who are knowledgeable about job requirements -- employers, workers and unions or professional associations that represent people in the occupational field. These groups, because they work in the area, are in the best position to know or to be able to find out the work requirements.

If you haven't any idea about how to contact such people, the following chapter should help you. It contains guidelines for locating suitable sources, preparing yourself for the contact, approaching your contacts, and using the information you obtain. In order to clarify the instructions, sample conversations and letters of inquiry are illustrated.

The chapter is divided into three sections. Section one provides instructions on how to use employers as a source of information, the second section deals with locating and using unions and professional associations and the last section describes approaching workers already employed in the occupation. You should decide which sources you would find most helpful for your needs and follow the instructions for contacting them.

(a) EMPLOYERS

Because employers are the people who set the requirements and hire workers, they are in the best position to provide you with information about the qualifications they require of their workers.

Entry requirements are rarely cut and dried. They may vary from one employer to another, they may be different in different parts of the country, and they can change depending upon the labour market situation.

Some employers, for example, require that general office clerks have graduated fromm high school, another may be willing to accept completion of grade 10 in a commercial programme. If there are dozens of applicants for one position, employers are likely to raise the formal qualifications; if there are no takers, employers often lower their sights.

Moreover, there is often a range of acceptable qualifications for a position. An employer looking for a salesperson may ask for either community college graduation in a technical programme or graduation from high school and five years related work experience. If an individual who does not meet the formal qualifications convinces the employer of his or her suitability, employers may overlook their own qualifications guidelines.

As you can see, there is often no simple answer to questions about occupational entry requirements. Therefore, to discover the range of acceptable qualifications, your best bet is to speak to people in the know -- such as employers. You will need to decide what area of the country you want to work in, then contact several employers in that locale to discover their guidelines.

YOUR GOAL

To obtain occupational information about entry requirements from at least three employers who hire people in your chosen field. Your purpose is to gather information, not to apply for jobs.

THE METHOD TO USE

It is neither difficult nor time-consuming to get the facts you need if you are systematic. Basically, you would start by identifying employers likely to hire workers in your occupational area; you would decide precisely what information you require; you would then contact them and ask your questions; and you would record the information. To help you with this procedure, the following pages are devoted to a step-by-step description of the process.

1. Identifying Potential Employers

There are two steps involved in locating employers to contact: first, you must identify the types of firms or establishments likely to

employ workers in the field; and second, you must find the names of specific companies in your area that represent the type of establishment you identified as likely to hire people in your occupation.

A. IDENTIFYING TYPES OF ESTABLISHMENTS

Your purpose is to figure out what types of organizations would be appropriate to contact. For example, editors would be employed in book and magazine publishing firms, newspapers, information departments of governmental or non-profit organizations, to name but a few possibilities. You should make a list of all the possibilities that come to mind. If you are having trouble thinking of possibilities, the following printed sources can give you some clues.

a) CCDO, I-- Using the code number, turn to the entry for your occupation in this reference book. (For instructions on how to use this source, go to Part A Identifying Your Occupation.) Beside the occupational title, in brackets, there is an industry designation. This will give you a general idea about the types of industries that employ workers in the occupation. As well, the first sentence of the occupational description specifies the types of establishments that employ people in the occupation. On a sheet of paper, write down the types of establishments you have found from the entry.

EXAMPLE

5172-110 APPRAISER, REAL ESTATE (insur.& real estate)

An Appraiser, Real Estate, is concerned with selling or renting houses, apartments, building lots and other real property normally on a commission basis for real estate establishments or government agencies...

b) CCDO, II-- Look up your occupational cluster in this reference book, using the code number. (For instructions on how to use this source, go to Part A Identifying Your Occupation). All the individual occupations that make up the cluster are listed under the cluster number. Beside each title, in brackets, is the industry designation. This tells you the types of industry that most commonly employ people

in your occupation. On a separate sheet of paper write down all the industry designations that are included in your cluster.

EXAMPLE
1171C

1171-182 Securities Counsellor (bank. & finance)

1171-184 Investment Analyst (bank. & finance)

1171-186 Bursar (educ.)

1171-188 Foreign Banking Arrangements Officer (bank & finance)

1171-190 Trust Officer (bank. & finance)

1171-194 Head Office Underwriter (insur. & real estate)

1171-198 Passenger and freight Rate Analyst (prof. & Tech, n.e.c.)

1171-200 Student Awards Officer (educ.)

1171-202 Engineering-Depreciation Evaluator (prof. & Tech, n.e.c.)

1171-210 Credit Officer (bank. & finance)

1171-206 Foreign Exchange Trader (bank. & finance)

The occupational titles themselves offer clues about the types of firms likely to hire such workers. For example, Trust companies would hire Trust Officers, engineering firms would hire Engineering-Depreciation Evaluators. Make a list of all the possibilities. (This will help you with your job search as well, once you reach that stage.)

B. LOCATING SPECIFIC EMPLOYERS

Once you have a general idea of the types of companies to be looking at, your next step is to find companies in a suitable geographic location that fall into the categories you have identified. Your most readily accessible source for this information is the yellow pages of the local telephone directory. Look under the headings you have discovered to find company

names, addresses and telephone numbers. If, for example, you had identified banking and finance as a suitable category, you would look for names and addresses of companies under the headings "Banks" and "Finance companies."

C. GUIDELINES FOR SELECTING SPECIFIC EMPLOYERS

In the directory you may well find dozens of firms listed. Obviously, surveying all of them is time-consuming and not really worth the effort. You will, therefore, have to select from among them. When choosing, look for head offices rather than branches and moderate to large companies rather than small operations. These businesses are more likely to have prepared written guidelines for each of their occupational categories. Thus, when you call you have a good chance of getting the information you need. Small companies tend to decide upon the entry requirements only when they have a position to fill and branch offices will generally refer you to the head office anyway.

2. Preparation for the Initial Contact

Once you have identified specific companies to contact, you should prepare for the contact both by organizing a list of the information you need and by deciding how to contact whom at the chosen companies.

A. IDENTIFYING INFORMATION REQUIREMENTS.

When answering Part B of the PLACE Workbook "Fitting the Requirements", you identified areas in which you did not know or were unsure of occupational requirements. It is these areas about which you will need further information. On a separate sheet of paper make a list of the questions you were unable to answer, for example, education and training requirements. In chapters one to four of Part B, in the sections devoted to each question, you will find lists of suggested questions that should help you figure out your exact information needs. Read these questions and, on your sheet of paper, under each topic heading, write down the questions to which you need answers.

EXAMPLE

Education and Training Requirements:

1. What high school grade level is required? Are there any required subjects?
2. Is post-secondary training required? What type of training? How long does it take?

B. DECIDING HOW TO APPROACH THE COMPANIES.

Basically, there are three approaches you can use: contacting people by phone, by letter and in person. Each has its advantages and drawbacks.

(a) Telephone contact

This approach is the quickest and most convenient for you, in most cases, and whenever possible, you should use it first. However, if you become nervous and flustered when speaking to strangers, you may forget to ask important questions or your contact may not know the answers and shuffle you around to several people, none of whom can really help you. Also, if the companies you have chosen are not within your local calling area, the method can be expensive.

(b) Letter of Inquiry

This route has the advantages of accuracy of information and a good likelihood of response. Most firms, as a public relations gesture, answer all letters fully and promptly. Moreover, you can take the time to ensure that you have asked all the appropriate questions. The disadvantage is that the method takes time and, for those who dislike writing, it may prove a heavy burden.

(c) Individual contact

The advantage of going down to the firm to ask your questions is that you cannot be ignored. Besides, if you make a good impression, the person you speak to may remember you if an opening comes up. However, this method is time consuming, your appearance is very important, and, unless you made an appointment in advance, the person with the information may be unavailable. If you do not live close to the area, the expense and inconvenience make it unsuitable.

(d) Combination telephone call and letter

A fourth approach, that combines an initial letter and a follow-up phone call, gives you the advantages of organizing your thoughts on paper plus the chance to clarify the answers

and ask further questions when speaking to a knowledgeable individual from the company. Generally, you would first write to someone in the personnel office outlining the areas in which you would like information. Then, you would phone the person to obtain the answers and ask any additional questions that have occurred to you.

C. CHOOSING WHO TO APPROACH

When approaching moderate to large companies or head offices, the department most likely to be able to give you the required information is the Personnel Office. Specifically, you should address yourself to the director of personnel. If you can discover the name of this individual, so much the better. Your chances of acquiring the facts you want are increased if you make the effort to find out the name of the person you plan to contact.

If you are interested in a professional or managerial level occupation, an alternative group to contact is the head of the department that employs people in your occupational group. Thus, if you wish to become a purchasing officer, you would do well to contact the head of the purchasing department.

In a small organization, the person to speak to is the head of the operations such as the president, owner, or executive director.

(a) Discovering the Name of Your Chosen Contact

Because you are more likely to get a response if you choose a specific person to contact, you should make every attempt to discover the person's name. The easiest and most accurate way to do this is to phone the company and ask the receptionist for the name of the officer you have chosen. Alternative sources of this information are available, however. Annual reports, available from the public relations offices of large companies, often list the names and titles of the senior administrative officers. As well, your public library will probably have directories of companies and associations that list the names of senior executives.

Because a telephone call is the most direct route, a sample conversation is illustrated.

EXAMPLE

The telephone rings in the company office and the receptionist answers:

REC: Good morning, XYZ Company. May I help you?
YOU: Hello, this is (your name) calling. I am interested in getting information about the requirements for a (occupation name). Could you please tell me the name of your Personnel Manager?
REC: Yes, certainly. Her name is Ms. Rabinovitch.
YOU: Thank you. Could you spell that for me please?
REC: It is spelled R..a..b..i..n..o..v..i..t..c..h.
YOU: Thank you very much for your help. Good bye.

Guidelines for your call

1. Always be polite to anyone you speak to.
2. Give your own name to the receptionist. S/he will undoubtedly forget it immediately, but will feel reassured that the call is legitimate.
3. Briefly state the reason for your call. Then ask your specific question. This confirms the impression that your call is legitimate and it makes it easier for the receptionist to refer your call if s/he does not know the answer to your question.
4. Make sure that you obtain the correct spelling of the name you are requesting. This is very important. People are automatically put off when their name is incorrectly spelled on correspondence. It makes a bad first impression.
5. In closing the conversation, always thank the person who helped you (even if s/he was rude).

3. Making Contact

In this section you will be given detailed guidelines and examples for contacting your source either by letter or by telephone.

A. PREPARING YOUR LETTER OF INQUIRY — GUIDELINES

1. Type (preferably) or hand write (very neatly) your letter.
2. Include both your address and the name, title and address of the person to whom you are writing.
3. In the opening paragraph, explain the purpose of your letter briefly.

4. Use the body of the letter to ask for the information you need. Be as specific and as concise as possible.
5. Include a request for any printed information prepared by the organization such as an annual report, a job description or recruiting literature.
6. If you plan to telephone the person for a reply, state the date and time that you will be calling.
7. In the closing paragraph, thank the person in advance for his/her time and effort.
8. Sign and print or type your name. Include a phone number at which you can be reached during normal working hours.
9. Make a copy of the letter for your records. Then send the signed original.
10. If you specified a date and time that you would be calling, note the information on a personal calendar so you won't forget the appointment.

SAMPLE LETTER OF INQUIRY

Your Address and the date

1 Main Street,
Anytown, Canada
A1B 2C3
Jan. 1, 2000

Name, Title and Address of Recipient

Mrs. Rabinovitch,
Personnel Manager,
XYZ Commpany,
100 Busy Street,
Anytown, Canada
D4G 5H6

Dear Ms. Rabinovitch:

Salutation

Brief Explanation of Purpose

I am interested in qualifying to become a Real Estate Appraiser. In order to prepare myself, I need information about the typical entry requirements for this occupation. I would appreciate your providing me with information about the qualifications your company normally requires.

Request for Specific Information

Specifically, I would be grateful for answers to the following questions:

1. What type of education and training is normally necessary?

   Information about both high school and post-secondary training programmes would be helpful.

2. Is certification or licensing required or preferred by employers? If it is, could you please tell me how I would acquire the necessary qualifications, and the name of the organization responsible for licensing.

Request for Additional Information

In addition, I would appreciate your sending me any printed information that is available such as a job description, an annual report or recruiting information. This will help me understand the structure of the industry and the nature of the work better.

In order to find out the answers to my questions, I would like to telephone you on Monday, January 10 between 9 and 10 a.m.

Always thank your contact

Thank you very much for your interest; I look forward to speaking with you.

In closing, write out and type your name, and include a phone number.

Yours sincerely,

John Evans

Jonn Evans
(999-9999--home)

B. CONTACTING YOUR SOURCE BY TELEPHONE--GUIDELINES

1. Organize yourself for the call by gathering together the name and telephone number of your contact, your list of prepared questions, and a paper and pencil with which to record the information you receive. You might also have a copy of your resumé handy just in case you are asked personal questions.
2. Review your list of questions.
3. Phone the company and ask to speak to the person you identified previously.
4. If asked, identify yourself and briefly explain the purpose of your call.
5. If the person is not available, leave your name and phone number. If possible, however, find out when the person is expected back and phone back yourself.
6. When you are connected to the person you asked for, politely identify yourself and explain the purpose of your call. Specify that you are not applying for a job at present.
7. Ask your questions and make a note of the answers. Clarify any answers that you do not understand.
8. Be prepared to answer questions about yourself and your reasons for interest in both the occupation and the specific company you called.
9. In closing, thank the person politely, by name, for his/her help. Also ask permission to call again if you require additional information.

* * * * * * * *

SAMPLE TELEPHONE CONVERSATION

The telephone rings in the company office and a receptionist answers:

REC: Good morning, XYZ Company. May I help you?
YOU: Good morning. I would like to speak to Ms. Rabinovitch, the Personnel Manager, please.
REC: One moment please. I'll connect you.
YOU: Thank you.

* * * * * * * *

VOICE: Good morning, Personnel. May I help you?
YOU: Good morning, may I speak with Ms. Rabinovitch please?
VOICE: May I say who is calling?

YOU: Certainly, this is John Evans speaking.
VOICE: Thank you. One moment please.

* * * * * * * *

MS R: Hello. Ms. Rabinovitch speaking.
YOU: Good morning Ms. Rabinovitch. This is John Evans calling. I am interested in becoming a Real Estate Appraiser but before I make a decision I feel I need more information about the required qualifications. I would appreciate it if you could tell me what qualifications you require.
MS R: Well, our appraisers have to have completed the Real Estate Appraiser's course offered by the Real Estate Institute. The course takes about three or four years to complete part-time while you're working. But you can only take the course if you're working as a Real Estate Agent.
YOU: I see. So I would have to start as a Real Estage Agent? How do I do that?
MS R: Well, you would have to take the real estate sales course offered at the local community college through the Real Estate Board. That would get you your licence. Then we might consider hiring you.
YOU: So I would need to take the course and get a licence?
MS R: That's right.
YOU: How would I go about getting into the course and how would I get the licence?
MS R: Well, you should contact the local Real Estate Board for that information. I've got their telephone number right here. Would you like it?
YOU: Yes please. And the name of the person to speak to.
MS R: Here is the number, 111-1111. Ask anyone there.
YOU: Well, thank you very much, Ms. Rabinovitch. The information you've given me is most helpful. Would you permit me to call again if I have further questions?
MS R: Certainly, it's no trouble. And call me again when you've taken the course. We just might have an opening.
YOU: Thank you, I'll do that. Goodbye.

* * * * * * * *

What to do if the call goes wrong

Most of the time you will have no trouble. People are usually flattered when they are asked for advice, especially when they realize they are not being asked for a job.

However, sometimes things do go wrong. You may get transferred from one person to another and never get to the person with the information. You may be unable to get hold of the person you want to speak to. Or the person may rudely refuse to answer your questions or simply not have any answers to give.

If these things happen, your best course is to remain polite but to give up on that company. Since you prepared a list of several people to contact, just go on to the next one. Don't lose your self-confidence and give up in despair; if you have been polite, the other person is at fault and not you.

4. Using the Information you Received

Your purpose is to gather enough information to be able to complete Part B of the PLACE Workbook "Fitting the Requirements" accurately. You have not completed your research until you have done this.

You should have recorded the information you received from each source on a separate sheet of paper. Use this information to answer all the questions on the questionnaire. You are then ready to proceed.

Do not throw away the names and addresses of the people you contacted unless you decide that the occupation you were considering is unsuitable. These people can be contacted again when you are ready to start your job search campaign.

(b) UNIONS AND PROFESSIONAL ASSOCIATIONS

The major purpose of unions or professional associations is to represent the interests of people already working in an occupation. However, because they are groups composed of people who share a similar occupational affiliation, the individuals who staff the organization's offices are knowledgeable about typical occupational entry requirements. Indeed, in

some cases, such as the provincial law, medical, nursing, or accounting associations, they in effect set or regulate occupational entry requirements through their control of membership in the association.

In many cases, one of the functions of the association is to recruit new entrants, so they often prepare and distribute career information. As well, they keep track of the various available training programmes. They may, in fact, offer training programmes themselves.

Often such organizations have an information office whose main concern is to answer questions and supply information.

Generally, the information office should be able to provide answers to your questions in some or all of the following areas:

1. General career information such as booklets, leaflets or brochures that describe the occupation in general terms.
2. Information about education and training, including names of educational or training institutions offering suitable full-time or part-time programmes.
3. Facts about registration, certification or licensing requirements if any exist.
4. Required or preferred union or professional association membership.
5. Citizenship requirements, if any.
6. Information about the types of employers who hire people in the occupational area.
7. Newsletters or magazines that contain material of interest to the membership. These publications sometimes include job openings.

All in all, they should prove a valuable tool in your search for accurate occupational information.

YOUR GOAL

To obtain occupational information about entry requirements and training options from unions or professional associations that represent workers in your chosen occupational field.

PROCEDURE FOR OBTAINING THE INFORMATION YOU NEED

Acquiring the information you require is not difficult. You start by locating the names of the unions or associations that represent workers in

your field; you would then make a list of the questions to which you need answers; contact the organizations you identified and ask your questions; and record the answers. To help you with this procedure, the following pages are devoted to a step-by-step description of this process.

1. Identifying the Appropriate Organizations

Your purpose is to find the names, addresses, telephone numbers and, if possible, the names of contacts, of unions or professional associations in your occupational field. To do this, you must first locate a list of all such Canadian organizations. An excellent example of such a compendium is The Canadian Corpus Almanac, which is revised annually. It should be available from your public library. Use the subject index to identify categories or classifications into which you think your occupation may well fall. Make a list of the categories and look them up in the chapter of the Almanac devoted to a listing of associations and the chapter that lists all the unions in Canada. (If you are having trouble thinking of appropriate categories, the industry designations used in the occupational cluster that includes your occupation may give you some clues. Once you have found the names of suitable organizations, write the name, address, telephone number (if available) and the name of the executive director (if available) on a sheet of paper.

Another source of association names can be found in your local telephone directory under the heading "Associations" or under the heading "Labour Organizations." Include any organizations that seem suitable on your list.

As well, if there is some type of community information service in your vicinity, contact it and ask if there are any local associations that seem appropriate.

Once you have identified the appropriate organizations, you must next decide who within the organization to contact. Many unions and associations have information officers whose functions include providing information to the public. If there is no such person in the organization you contact, speak to the president or director.

2. Preparing for the Contact

Before you are ready to contact the organizations you have identified, you must decide both what information you require and how to approach the establishments.

A. IDENTIFYING YOUR INFORMATION REQUIREMENTS.

When answering Part B of the PLACE Workbook "Fitting the Requirements", you noted areas in which you were unsure about or did not know the occupational requirements. These are the areas in which you need further information.

On a sheet of paper, list the subjects of the questions that you still must answer. Then, under each heading, make a list of questions that you need the answers to. In chapters one to four of Part B, in the sections devoted to each question, you will find lists of suggested questions that should help you figure out your exact information needs.

EXAMPLE

Registration/Certification/Licensing Requirements:

1. Am I required to have a licence/certificate to work in this occupation?
2. What are the requirements for obtaining such a licence/certificate?

B. DECIDING HOW TO APPROACH THE ORGANIZATIONS

Basically, there are three methods you can use: contacting people by phone, by letter or in person. Choose the one that best meets your needs.

(a) Telephone contact

This method is quick, convenient and impersonal. However, it has drawbacks that you should take into account. First, it may become expensive if the organizations you plan to call are outside your local calling area. Second, if you become flustered when speaking on the phone, you may forget to ask for some of the information you need.

(b) Letter of Inquiry

The advantages of this method are that you can organize your questions without becoming flustered, you can state your purpose clearly, and you allow the recipient time to find the

information that s/he doesn't know off-hand. The drawbacks are that it is slow and, in some cases, your request may never be answered.

(c) Individual contact

By going down to the organization's offices, you are likely to get the information you need quickly. However, this method is time consuming, you must pay some attention to your appearance, the person with the information may not be available, and, if you live far from the office, it may become expensive.

3. Making Contact

In this section you will be given detailed guidelines and examples for contacting your source either by letter or by telephone.

A. CONTACTING YOUR SOURCE BY TELEPHONE--GUIDELINES

1. Organize yourself for the call. Gather together the materials you will need such as your list of organizations to contact, your list of questions to ask and writing materials.
2. Phone the general office number and ask the receptionist for the name of the information officer.
   a) If there is none, ask to speak to the head of the organization
   b) If you are given a name, ask to be connected to the person.
3. If the person is not available, leave your name and phone number. If possible, however, find out when the person is expected back and phone again yourself.
4. When you are connected to the person you asked for, address the person by name, politely introduce yourself, briefly state the reason for your call, ask your specific questions, make a note of the answers you receive, ask for any printed materials prepared by the organization, leave your name and address, and in closing thank the person by name for his/her help.
5. Be prepared to answer questions about your background and your reasons for interest in the occupation. (It is handy to have your resume nearby to answer such questions.)

* * * * * * * *

SAMPLE TELEPHONE CONVERSATION

The telephone rings in the organization office and the receptionist answers:

REC: Good morning, Canadian _____ Association. May I help you?

YOU: Good morning. My name is Ainsley Kowalski. I would like to speak to the information officer please. Could you please give me the name?

REC: Perhaps you could tell me what kind of information you require?

YOU: Yes, certainly. I need career information particularly about training programmes.

REC: I see. I think that the person to help you is Mr. Pierre Pelletier. Shall I connect you?

YOU: Yes, thank you.

* * * * * * * *

P.P.: Good morning. Pierre Pelletier here.

YOU: Good morning Mr. Pelletier. My name is Ainsley Kowalski. I am thinking about a career in _____ and I need some more information about the occupation, particularly about training programmes. Can you help me?

P.P.: Well, I'll certainly try. What in particular do you want to know?

YOU: Well, what kind of training would I need?

P.P.: To a large extent it's up to the employer. However, we usually recommend either a community college diploma in _____ or perhaps a university programme in _____. It depends, though, on your background. What is your background?

YOU: Well, I graduated from high school two years ago and I've been working since then as a clerk.

P.P.: Well, you know, if you don't want to go back to school, you might try to get a clerical job in a _____ company to learn the ropes. Then you might take some evening courses in _____ or _____ and try for a promotion within the company. It's a longer road than going back to school but it might be better for you.

YOU: Well, I see that I have two options. Go back to school and study _____or get a junior clerical position and study part-time.

P.P.: That's basically it.

YOU: Well, I'm a lot clearer about the possibilities now. By the way, does your organization have any booklets or leaflets about what it's like to work in the occupation?

P.P.: Well, we do have one or two things. For example, we could send you a list of colleges and universities that offer training courses in the field. Would that help you?

YOU: That would be great. You can send it to me, that's A..i..n..s..l..e ..y....K..o..w..a..l..s..k..i and my address is 1 Lucky Lane, Anytown.

P.P.: O.K. I've got that. I'll send it out to you today.

YOU: Well, Mr. Pelletier, thank you very much for your trouble. You've been most helpful.

P.P.: Don't mention it. Any time.

YOU: Goodbye.

* * * * * * * *

What To Do If The Call Goes Wrong

It is unlikely that you will encounter much difficulty because, as has been stressed, one of the functions of this type of organization is to provide information to the public. The most common problem is getting the run-around -- that is, everyone you talk to refers you to someone else. You can try to avoid this by starting with the information office. If that doesn't work try calling the head of the organization because s/he can set you on the right track quickly. If that doesn't work, you should persist in calling each person you are referred to. Don't give up too easily because there are not likely to be more than one or two organizations that are suitable for you.

Once you've found someone, don't lose your self-confidence if you get the impression that your contact thinks you're stupid. Keep in mind that they don't know who you are anyway. Besides, if they are rude to you, it shows their lack of social skills, not yours.

B. PREPARING YOUR LETTER OF INQUIRY--GUIDELINES.

1. Gather together the materials you will need such as your list of organization names and addresses, your list of questions and writing and typing materials.
2. Prepare a rough draft of your letter. It should contain:
   a) Your home address and the date
   b) The title, of the intended recipient, and the name and address of the organization
   c) A salutation or greeting (i.e. Dear Sir or Madam)
   d) The opening paragraph should explain your purpose clearly and concisely.
   e) The body of the letter should contain a list of the specific questions to which you would like answers.

f) The closing paragraph should contain a request for printed information prepared by the organization such as career information brochures, sample newsletters, or publicity materials about the organization. As well, you should express your appreciation for the information you expect to receive.
g) The closing valediction (i.e. Yours sincerely), your name printed and a telephone number at which you can be reached during normal business hours.

3. Finalize and send the letter.
   a) Type (preferably) or hand write (very neatly) your letter.
   b) Check the final copy to ensure that all the information is included and that there are no spelling or typing errors.
   c) Sign the letter and make a copy for your records.
   d) Send the original signed letter. (It is a wise idea to include a stamped self-addressed return envelope.)

SAMPLE LETTER OF INQUIRY

1 Lucky Lane,
Anytown, Canada
A1C 2B3
1 April, 1999

The Information Officer,
Canadian _____Association,
2222 Main Street,
Anytown, Canada
C5H 7G9

Dear Sir or Madam:

I am considering a career in _____. Before making a decision, however, I would like to obtain more information both about the occupation generally and about the typical entry requirements in particular.

Specifically, I would appreciate your supplying answers to the following questions:

1. What education or training do employers normally require? Where would I obtain such training?

2. Is registration, certification or licensing required to work in the occupation? If so, what are the requirements and who would I contact to find out more about them?

3. Is membership in a professional association required to work in the occupation? If so, to what organization would I have to belong?

In addition to answers to these questions, I would be grateful for any other information you could send me about the occupation and about your organization. In closing, I would like to thank you in advance for your help.

Yours sincerely,

Ainsley Kowalski

Ainsley Kowalski
222-2222--home

4. Using the Information You Receive.

Once you have received the information you requested, your next step is to complete Part B of the PLACE Workbook, "Fitting the Requirements".

(c) WORKERS

People already working in the occupation you are considering can be a valuable source of information. By speaking to them and observing them at work, you may be able to learn a lot about the required skills, the tools and equipment used on the job, equipment ownership and appropriate work clothes. In addition, they might be able to tell you about the education, training, registration or licensing, and union or professional association membership requirements.

You should keep in mind, however, that workers may be aware only of the requirements for their particular job or their own employer. They will be able to tell you, for example, about their own education and training, but they may not be able to generalize about the typical or most suitable educational background for the occupation. Since entry requirements may vary from job to job or employer to employer, you would be wise, if you use this source, to speak to several people working for different employers or to combine this source with one of the other two previously described.

YOUR GOAL

To obtain information about occupational entry requirements for two or three people working in your chosen occupational area for different employers. Remember, your purpose is to obtain information, not to look for a job.

THE METHOD TO USE

You would begin by discovering the names and telephone numbers of people working in your chosen occupational field. Next you would prepare a list

of areas about which you would like information; you would then contact your source, ask your questions, make a note of the replies and, finally, you would enter the information in your PLACE Workbook. To help you with this procedure, the following pages contain a step-by-step description of the process.

1. Identifying Workers to Contact

Finding suitable people to talk to may take some time and some ingenuity. Start by making a list of all the people you know personally who work in the occupation. If you can think of enough names yourself, you can stop here.

Next you should ask your relatives, friends, neighbours and personal contacts (e.g. your grocer, mechanic, doctor, etc.) for names of people they know who work in the occupation. If you are given suggestions, make sure to write down the suggested name, the person's telephone number and the name of the person who made the suggestion. Don't forget to ask permission to mention to the contact the name of the person who suggested them. (That is, if Mr. Brown suggests that you call Mr. Smith, make sure that you ask Mr. Brown whether you can mention his name to Mr. Smith.)

If you are still having trouble ident'fying workers to contact, you should consider either employers or organizations as a source of information.

2. Preparing for the Initial Contact

Before you attempt to speak to your contacts you should prepare yourself by reviewing your information requirements and deciding what method you will use to approach each individual.

A. IDENTIFYING INFORMATION REQUIREMENTS

When completing Part B of the PLACE Workbook, "Fitting the Requirements", you noted areas in which you did not know or were unsure of occupational requirements. It is these areas about which you will need further information.

On a separate sheet of paper make a list of the questions you were unable to answer, for example, Work Tool and Equipment Ownership Requirements. Then, under each heading make a list of specific questions to which you need answers. (For guidelines on preparing questions, turn to the section of chapters one to four

of Part B of this SOURCEBOOK that is devoted to the issue under consideration. Sample questions are provided there.)

EXAMPLE

Work Tool and Equipment Ownership

1. Must I supply my own work tools?
2. Exactly what tools and equipment would I be required to supply?
3. On average, how much would these tools cost?

You should formulate your own questions and write them on a sheet of paper. Make sure your list includes all the questions to which you would like answers. You may, for example, want to ask questions about topics that are not covered in PLACE such as typical working hours or the demand for workers in the field.

B. DECIDING HOW TO APPROACH YOUR CONTACT

Basically, there are only two methods that are suitable: contacting the worker by phone or through a personal meeting. To a certain extent, your method is determined by your relationship to the person whom you plan to contact. If it is a personal friend, your approach will be informal and you may feel more comfortable asking for an opportunity to visit his/her workplace.

If the contact is someone unknown to you personally, your approach must be more formal. In all cases, your first approach to a stranger should be an introductory phone call. Then, if you hit it off with the person or if they suggest a meeting, you can make suitable arrangements. If the opportunity is offered, you would do well to arrange a meeting with the contact at the workplace. This will give you the chance to see for yourself what the worksite is like and how the work is carried out. (Keep in mind, though, that practices vary from one company to another. Don't let attractive surroundings play a part in your occupational decision. For all you know, most of the workplaces may be totally unlike the one you visit.)

C. PREPARING AN INTRODUCTORY STATEMENT

If you will be calling strangers, you can help yourself overcome your almost inevitable shyness at calling someone you don't know, by preparing and practising an opening statement.

Your opening remarks should include:

1. Your name
2. The name of the mutual friend/acquaintance who suggested the call.
3. A brief statement about the reason for your call.
4. A query about whether the timing is convenient to the recipient of the call.
5. If you have decided to ask all your questions on the phone, ask them concisely and don't keep the person talking too long. If you would prefer to arrange a meeting, do so briefly and make a clear note of the arrangements (Don't forget to get the address).

In the following example, the caller has chosen the personal meeting approach.

EXAMPLE

Good morning Mrs. White. My name is Robin Jones. I am interested in becoming a _____, and our mutual friend/acquaintance, Mr. Brown, suggested that you might be able to tell me something about what the work is like.

I haven't made up my mind yet that I'd be suited to the work and I'm not really sure how I should go about getting trained. Mr. Brown thought that, since you work in the occupation, you would be in a good position to give me some advice.

I would really appreciate your spending some time telling me about the occupation. Perhaps we could meet at your office for coffee or lunch, if that would be convenient for you?

Of course, you wouldn't give this whole speech non-stop. You would give your listener a chance to respond at various points, perhaps say a few words about your mutual friend or whatever. The purpose of writing down and practising aloud an opening statement is to build your self-confidence.

3. Making Contact

In this section you will be given detailed guidelines and examples for contacting your sources who are strangers, both by telephone and by letter.

A. CONTACTING YOUR SOURCE BY TELEPHONE--GUIDELINES

1. Organize yourself for the call. This involves gathering together your list of contacts, your list of questions, your introductory statement, writing materials, and, if you have decided to arrange appointments, your personal calendar upon which to note the arrangements.
2. Phone the company and ask to speak to the person you have identified.
3. If the person is unavailable, leave your name and phone number. If possible, however, find out when the person is expected to be free, and phone back yourself.
4. When connected to the person you asked for, politely identify yourself and the reason for your call, using the statement you prepared in advance. Make it clear that you are <u>not</u> looking for work.
5. If you have decided to arrange a meeting, do so. Make sure to note the date and time of the appointment as well as the address.
6. If you have decided just to ask questions on the phone, using your list of prepared questions, obtain the information you need and make a note of the replies.
7. In closing, thank the person politely for his/her help.

* * * * * * * *

SAMPLE PHONE CALL

In the following example, Robin has decided that all the needed information can be provided on the telephone. Therefore, s/he does not try to arrange a meeting.

REC: Good morning, XYZ Company. May I help you?
ROB: Good morning, may I speak to Mrs. White please?
REC: One moment please, I'll connect you.
ROB: Thank you.

* * * * * * * *

MRS. W: Good morning. Blanche White speaking.

ROB: Good morning Mrs. White. My name is Robin Jones. I'm thinking about becoming a Life Insurance Agent, and our mutual friend, Jacques Brown suggested that you would be a good person to call for information.

MRS. W: I see. How is Jacques, anyway? I haven't seen him in a couple of months.

ROB: He seems well these days. Really busy, though. He's just received a promotion and he's doing a lot of travelling.

MRS. W: Is he now? Well, good for him. What is it that I can do to help you?

ROB: As I was saying, I'm thinking seriously of becoming a life insurance agent. There are a few things I'd like to know about it though and I thought you might be able to tell me.

MRS. W: I'll do my best. Fire away.

ROB: From the various things I've read I get the impression that there is a lot of evening work. About how many evenings a week should I expect to spend working?

MRS. W: To a certain extent it's up to you. Some people try to arrange most of their appointments during regular office hours. Myself, though, I spend four or five evenings a week working. I find it's the best time to make sales.

ROB: I see. The other thing I was wondering about was transportation. Is it necessary for me to have a car?

MRS. W: You can't do without one. It's essential. Otherwise you waste a lot of time waiting for buses or trying to scrounge rides with friends. When my car was in the garage for two days last week I thought I'd go crazy.

ROB: So I'll have to get myself a car then, that's clear. Well, basically that's what I wanted to know. Thank you very much for your help Mrs. White.

MRS. W: You're most welcome. And say hello to Jacques for me when you see him again.

ROB: I certainly shall. Thanks again. Goodbye.

* * * * * * * *

B. CONTACTING YOUR SOURCE IN PERSON--GUIDELINES

1. On the appointed day, prepare yourself for the meeting by:
   a) dressing appropriately
   b) planning your transportation so as to ensure that you will arrive on time
   c) gathering together the materials you will need such as your appointment book, your list of questions and writing materials.

2. Arrive on time and, if you must ask for further directions from anyone else at the worksite, do so quietly and politely.
3. Go directly to the person's worksite and introduce yourself. Although you will certainly want to look around, keep your observation unobtrusive. You don't want to cause any embarrassment to your contact.
4. When you introduce yourself be friendly but businesslike. Remind the person of the reason for your meeting and mention again the name of your mutual acquaintance.
5. Be sensitive to the responses and follow the lead of the person you're speaking to. If s/he is reserved or seems pressed for time, ask your questions politely, make a note of the responses and prepare to leave. Do not overstay your welcome.
6. In closing, thank the person for his/her time and leave promptly.

* * * * * * * *

SAMPLE CONTACT

Robin Jones arrives at the main office of an investment company and asks the receptionist politely for directions to the office of Mrs. White. He goes directly there noting on his way the types of clothing worn by people in the office and the types of work equipment they are using. When he arrives at the designated office, the following conversation ensues:

ROB: Good morning, Mrs. White, I'm Robin Jones. I appreciate your taking this time to meet with me. By the way, Jacques Brown asked me to give you his best.

MRS. W: Good morning, Mr. Jones. It's always a pleasure to help a friend of Jacques'. I hope he's doing well?

ROB: Yes, indeed. In fact, he just got a promotion which is why he's been so busy lately.

MRS. W: Is that so? Well I'm pleased to hear it. No one deserves it more than he does. Do sit down. Now, how can I help you?

ROB: Well, as I mentioned in our telephone conversation, I'm really interested in becoming an investment analyst. I've read some books about it and the work sounds fascinating. So I was wondering about the best way to prepare myself for a career in the field.

MRS. W: Well, training is a good question.....

THE CONVERSATION CONTINUES UNTIL ROBIN HAS OBTAINED ALL THE INFORMATION HE NEEDS.

ROB: Well, thank you very much Mrs. White, for all your help. I feel I understand a lot more about the work now.

MRS. W: Don't mention it, it's been my pleasure. And please give my regards to Jacques when you see him next.

ROB: Shall do. Thanks again. Bye now.

4. Using the Information You Receive

Once you have received the information you need, your next step is to complete Part B of the PLACE Workbook "Fitting the Requirements".